

# Inspection of United Kids Childcare Rowley

Happy Faces Children's Centre, Windsor Road, Sandwell B65 9HU

---

Inspection date: 27 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in this welcoming and inclusive environment. They share, take turns and play cooperatively. Children enjoy responsibility and doing things for themselves, such as helping to set the table and scraping their plates after they have eaten. Babies learn to feed themselves. Children develop strong bonds with the kind and nurturing staff, who offer reassurance, encouraging smiles and praise as children play. Babies are confident and content. They demonstrate that they are emotionally secure as they crawl onto staffs' laps for impromptu cuddles and stories. Older children enjoy interactions with staff as they play.

Children enthusiastically explore the well-planned learning environment and take part in activities that match their learning needs, and follow their interests. Children develop a deep interest in books, which are easily accessible in each playroom. Babies show high levels of perseverance as they post shapes into sorters and complete simple puzzles. They eagerly use musical instruments as they join in singing sessions. Children with special educational needs and/or disabilities are supported well.

Children develop a good understanding of the importance of healthy lifestyles. They have daily opportunities to be active, indoors and outdoors. They enjoy healthy nutritious snacks and meals provided by the nursery.

## **What does the early years setting do well and what does it need to do better?**

- The dedicated manager has high expectations for all children. She has devised a well-sequenced curriculum that is understood and implemented well by the enthusiastic staff team. The manager makes regular checks to ensure all children make good progress from their starting points. Children gain a range of skills and positive attitudes in readiness for their future learning, including school. The manager uses additional funding effectively to help close gaps in children's learning.
- Staff performance is monitored through peer review and supervision. The manager observes staff practice and provides feedback on what they do well and where they can improve their teaching further, to enhance children's learning.
- The manager uses self-evaluation effectively, involving parents, staff and children. This helps her to identify the nursery's strengths and areas for development.
- Staff manage children's behaviour well. Children listen and promptly respond to instructions.
- Parents are very happy with the nursery. Staff share information with parents about what children have achieved during their time in the nursery. Parents

comment on the good progress children make, particularly with their speech and language. Parents say they appreciate the ideas and suggestions about how they can support their children's learning at home. However, staff do not always fully support parents to help accelerate children's acquisition of toileting skills.

- Staff know children well. They know what children need to learn next. They provide a good balance of adult-led and child-initiated activities. However, occasionally, staff do not always notice the quieter, less-confident children during group activities and support them to fully engage.
- Children are inquisitive and excited as they hunt for insects in the garden. They are keen to look at the books nearby that link to the 'bug hunt'. Babies are provided with a range of opportunities to promote their curiosity and investigative skills. They discover they can see their reflection in metal bowls and can make various sounds when they bang them together.
- Staff help to develop children's understanding of mathematics as they play. Throughout the nursery, children learn to count, recognise shapes, numbers and compare size, such as 'big' and 'little'. Staff extend children's learning as they introduce simple addition into children's play.
- Staff develop children's communication and language skills well. They model language, sing songs and read to children with enthusiasm and excitement. They introduce new words and help children to build sentences.
- Staff recognise the diverse cultural backgrounds of the children. They plan and activities to help children learn that families differ.
- Staff promote children's small-muscle development in readiness for future writing. Older children concentrate as they thread pasta on laces and use scissors to cut out pictures from magazines. They develop good pencil control and can write their name independently. Two-year-old children poke, squash and flatten dough as they make pretend cakes and butterflies.
- The well-being of the staff is very important to the management team, and staff report that they feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of safeguarding. They are able to identify the possible signs and symptoms of abuse and know when and where to refer any concerns they may have about a child in their care. The manager has robust recruitment systems in place to help to deem staff suitable to work with the children. Staff carry out regular risk assessments to identify and reduce potential hazards. Children learn to keep themselves safe. For example, they learn to use scissors safely and know they must not run indoors.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- be more aware of less confident children during group activities and discussions, and consistently support them to fully participate and further enhance their learning experiences and confidence
- work more closely with parents to share strategies to help accelerate children's acquisition of toileting skills.

## Setting details

<b>Unique reference number</b>	2503875
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10207731
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	United Kids Limited
<b>Registered person unique reference number</b>	2503874
<b>Telephone number</b>	07950550350
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

United Kids Childcare Rowley registered in 2019. The nursery operates Monday to Friday, all year round, from 7.30am until 6pm. It employs 14 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 2 to level 3. It opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what she wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the director, manager, deputy manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022