

Inspection of Kiddies Playhouse

33 Lincoln Road, WALSALL WS1 2DZ

Inspection date: 3 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle well, including those who speak English as an additional language. They greatly benefit from staff who actively play and model how things work. This helps to build children's confidence during their independent play. Furthermore, language is used as a key tool to ensure children's enjoyment and participation. For example, when children learn how to make a sandcastle, they receive guidance and support to dislodge the sand, and give the bucket a 'magic tap'. Children have time to consider what they know and can do. For instance, toddlers actively partake in a story about a wolf. They have time to think what the wolf might do next, and they 'blow' to demonstrate their understanding of the storyline. This positively heightens children's communication skills.

Staff nurture children's ideas. This helps children to develop their own safe and healthy habits within a secure environment. For example, babies express themselves through role play. They spontaneously sing as they pretend to pour themselves a drink from the teapot. Staff have high expectations for what children can achieve. They are tuned into children's developmental needs and unique ways of learning. For example, when babies engage in parallel play, staff adapt their teaching to promote babies individual next steps. This positively supports children's interests and promotes their good behaviours.

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

- Children benefit from a wealth of literature to enhance their communication and language skills, such as songs, technological resources and story books. Younger children learn a 'word of the week', which links to the stories they enjoy. As children get older, staff introduce a 'book of the week' to further promote children's understanding of sentences. This helps to build children's vocabulary.
- Sign language is embedded in staff practice. This gives children of all ages consistency in their learning. For example, staff sign the 'welcome song' as they greet children, and they sign key words when they read children familiar stories. This prompts children to say the word alongside the action to strengthen their communication skills.
- Teaching highly motivates children's self-help skills. Their learning is sequenced to ensure they develop the skills they need to be independent from an early age. For example, staff purposefully plan opportunities for babies to strengthen their fine-motor skills. This means babies develop strength in their grasp which later enables them to drink from a cup.
- Children benefit from experiences which promote their understanding of people and communities, such as speaking to a farmer online about where their food comes from. The manager identifies the need to further incorporate culture and diversity into the curriculum in addition to the festivals staff celebrate with

children on a specific day.

- Staff share copious amounts of information with parents about their children's achievements. For example, parents benefit from 'homework packs' to enhance their children's learning at home, and there is a designated area within the setting where they can read to their children. This helps parents to have a supportive role in their children's early education.
- Parent's views positively influence how the setting is organised. For example, the manager encourages parents to complete a 'setting evaluation form' to share their ideas of what the setting does well, and what it can do better. This helps the manager to reflect on parents' expectations and plan next steps to drive improvement.
- Staff attend regular supervisions to discuss areas of improvement. They receive focused support to advance their continuous professional development. Staff say they learn from each other and they feel supported. This demonstrates a positive working environment where staff thrive.
- The manager networks with a wealth of organisations and professionals to share good practice. She observes what works well and measures the impact it has on all children's outcomes. For instance, although currently there are no children with special educational needs and/or disabilities, staff continue to use the valuable teaching methods which were used to benefit the specific needs of these children. For example, 'now and next' boards continue to help all children to understand the routine in place.
- Although the manager constantly evaluates teaching methods, she has not fully evaluated how structured routines at times can interrupt children's learning. For example, on occasion, staff stop children's play and move them onto the next activity. This means their learning does not always come to a natural end.

Safeguarding

The arrangements for safeguarding are effective.

The manager has robust procedures in place to ensure staff are deemed suitable to work with children. Staff benefit from regular training, quizzes and meetings to discuss safeguarding and child protection. Additionally, information highlighting the procedures to follow to safeguard children is visible in all rooms. This helps staff to retrieve and remember their responsibilities. As a result, the manager and staff demonstrate secure knowledge of the signs and symptoms that might indicate a child is at risk of neglect or abuse. They understand their roles in relation to the 'Prevent' duty guidance and safeguarding issues, such as female genital mutilation and online safety. Staff are confident in their knowledge of whistle-blowing procedures.

What does the setting need to do to improve?

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

- continue to embed plans to further incorporate culture and diversity into the setting to broaden children's understanding of people and communities
- evaluate routines to ensure children's independent play and learning comes to a natural end before they move on to the next activity.

Setting details

Unique reference number	EY535694
Local authority	Walsall
Inspection number	10264205
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	55
Number of children on roll	63
Name of registered person	Sam Kang Ltd
Registered person unique reference number	RP535693
Telephone number	01922 613909
Date of previous inspection	7 June 2017

Information about this early years setting

Kiddies Playhouse registered in 2016. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including six at level 3 and one at level 5. The nursery opens from Monday to Friday, all year round, except one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager in the baby room.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and attendance registers.

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.

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