

# Totzone Preschool/Afterschool/Holiday Club

Unit 2 & 3 Elm Court, SMETHWICK, West Midlands, B66 1RB

<b>Inspection date</b>	15 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Children's welfare is not assured. All staff do not have an up-to-date knowledge of safeguarding issues and this means all staff cannot identify concerns at the earliest opportunity.
- The named deputy does not have the appropriate skills and knowledge or have a clear understanding of her roles and responsibilities to take charge in the absence of the manager. This compromises children's care and welfare.
- The leadership and management team is ineffective. Roles and responsibilities are unclear and the deployment of staff is not always effective. Systems to manage staff underperformance are not robust enough and poor identification of staff's development needs results in inconsistent practice.
- Staff do not plan outdoor activities for children to take on a daily basis, in order to help promote their physical health and well-being.
- The quality of teaching is inconsistent and assessment requirements are not met. The arrangements in place to support children who have special educational needs and/or disabilities are not consistently effective.

### It has the following strengths

- Children benefit from the broad range of sports, leisure and craft activities on offer at the out-of-school club and holiday care club.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure there is a designated member of staff who is capable and has the appropriate skills and knowledge, and a clear understanding of their roles and responsibilities to take charge in the absence of the manager</li> </ul>	15/02/2017
<ul style="list-style-type: none"> <li>■ ensure all staff are trained and have an up-to-date knowledge of safeguarding issues and are able to identify concerns at the earliest opportunity</li> </ul>	20/02/2017
<ul style="list-style-type: none"> <li>■ improve the deployment of staff to ensure children's needs are met consistently during the session and to help staff better support children to make good use of all the available activities</li> </ul>	20/02/2017
<ul style="list-style-type: none"> <li>■ ensure that outdoor activities are planned and taken on a daily basis unless circumstances, such as unsafe weather, make this inappropriate</li> </ul>	20/02/2017
<ul style="list-style-type: none"> <li>■ ensure staff's professional development needs are identified and met through ongoing coaching and training, and any underperformance is swiftly managed so that the quality of teaching, learning and care is improved</li> </ul>	03/03/2017
<ul style="list-style-type: none"> <li>■ ensure the roles and responsibilities of the management team are clear and the team can offer direction and challenge to staff to help secure improvement</li> </ul>	13/03/2017
<ul style="list-style-type: none"> <li>■ ensure the arrangements in place to support children who have special educational needs and/or disabilities are effective and have regard to the Special Educational Needs (SEN) code of practice</li> </ul>	13/03/2017
<ul style="list-style-type: none"> <li>■ improve staff's knowledge and understanding of the progress check for children aged between two and three years, in order to ensure that this is undertaken as part of effective assessment arrangements</li> </ul>	13/03/2017
<ul style="list-style-type: none"> <li>■ improve the use of the information gained from children's developmental assessments to help staff plan challenging activities with a clear learning intention to help children make good progress.</li> </ul>	13/03/2017

## **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the wrap-around care manager.
- The inspector held a meeting with the wrap-around care manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the preschool, out-of-school club and holiday care club.
- The inspector spoke to parents during the inspection and took account of their views.

## **Inspector**

Parm Sansoyer

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Arrangements for safeguarding are not effective. All staff have not been trained to understand the safeguarding policies and procedures to ensure they have an up-to-date knowledge of safeguarding issues. This means children's welfare and safety are significantly compromised. The named deputy is unclear about her role and responsibilities, and does not have the appropriate skills and knowledge to take charge in the absence of the manager. This compromises the children's safety and welfare. Systems to monitor the quality of the nursery, staff's professional development needs and managing staff underperformance are weak. As a result, teaching is not good enough and some aspects of assessment are inadequate. For example, staff do not complete the progress check for children aged between two and three years as part of the assessment process. Self-evaluation and the monitoring of staff's practice are weak. Consequently, not all the areas in need of improvement have been identified and a number of welfare requirements are not met. There are appropriate systems in place to ensure staff are suitably vetted.

### **Quality of teaching, learning and assessment is inadequate**

The use of assessment is not good enough. Staff do not use the information gained from children's developmental assessments to help plan challenging activities with a clear learning intention. Therefore, often activities lack purpose and challenge, and children do not show good levels of interest in what is provided. Staff are not always deployed well during the session to encourage children to make the most of the activities that are available. For example, they do not encourage those children wandering around to take part or find an alternative activity to capture their interest. Staff do not swiftly work with parents of those children who have special educational needs and/or disabilities to help identify any additional support the children may benefit from. Children attending the out of school and holiday care club are provided with a broader range of experiences. For example, they benefit from external coaches running sports activities and staff provide a broad range of art and craft activities.

### **Personal development, behaviour and welfare are inadequate**

Children's welfare is significantly compromised due to the poor safeguarding practice. There is not an outdoor area available and staff make arrangements for children to use the hall for physical activity daily to increase their physical skills. However, staff do not provide daily opportunities for outdoor activities in the fresh air to help improve children's well-being and health. Children learn about their own and others' families, and learn to respect differences. Children begin to learn about keeping healthy through topics and discussion and are reminded of the rules in place for their safety. Staff develop close relationships with children and their parents, and welcome them warmly on arrival. For example, they know their family circumstances and backgrounds well. Staff give parents feedback on a daily basis about their children's care.

### **Outcomes for children are inadequate**

Outcomes for children are too inconsistent. Children do not show sustained levels of engagement in what is provided. Consequently, all children are not well prepared for school or their next stage of learning. Children who speak English as an additional language make some progress. This is due to the support they receive from the bilingual staff.

## Setting details

<b>Unique reference number</b>	EY486069
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1011754
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 13
<b>Total number of places</b>	40
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Complete Kidz Community Interest Company
<b>Registered person unique reference number</b>	RP531543
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 552 2006

Totzone Preschool/Afterschool/Holiday Club was registered in 2015 and is owned and managed by Complete Kidz Community Interest Company. The setting employs eight members of childcare staff, which includes the manager. Of these, one holds an early years qualification at level 6, three hold a qualification at level 3, one holds a qualification at level 2 and three are unqualified. The preschool opens on Monday to Friday, term time only, from 9am until 4pm. The preschool provides funded early education for two-, three- and four-year-old children. There is also a before and after-school club and a holiday care club.

This inspection was carried out by Ofsted 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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