



Vivian Road Pre-School / Harborne Kids Club

Inspection report for early years provision

Unique Reference Number	227236
Inspection date	02 October 2006
Inspector	Esther Gray
Setting Address	St Marys Parish Centre Hall, Vivian Road, Harborne, Birmingham, West Midlands, B17 0DN
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Registered person	Andrea Ruff
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Vivian Road Pre-School and Harborne Kids Club has operated in the current premises since 1996. It operates from two rooms within a single storey church hall in the Harborne area of Birmingham. The pre-school and out of school groups serve the local area.

There are currently 31 children on roll aged two-and-a-half years to five years of age and 40 children aged four to eight years. This includes 16 funded three-year-olds and five funded four-year-olds. It is the admission policy of the out of school group to allow children up to the age of 11 years to attend. The children attend for a variety of sessions. Children come from the local area and are also collected from three local schools for the out of school provision. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The group opens five days a week, during school term times. Sessions are from 09:00 until 12:00 for the pre-school and 15:30 until 18:00 for the after school. Five staff work with the children at each session. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The children's health is effectively promoted as the provider and staff take positive steps to promote the children's good health, and encourage them to begin to take responsibility for meeting their own health needs. Positive steps are taken to prevent the spread of infection and appropriate measures taken when children are ill so that health needs are met. Both pre-school children and children from the out of school club are encouraged to clean their hands before eating. They routinely ensure that their hands are thoroughly cleaned before enjoying their snacks. Wipes are made readily available and they are also encouraged to wash their hands under running water. There are very good arrangements in place to care for children who are ill. If children become ill in the setting, the provider ensures they are comfortable and cared for sensitively while waiting to be collected. The children are settled into the book corner with chairs and cushions and given protection from the general excitement of the session in a quiet space; being cared for by staff until parent or carer arrives to take them home. The provider has clear policies about children who are sick or who have infectious diseases and these policies are shared with parents.

The children enjoy excellent opportunities to experience physical activity and develop their skills. They access a wide range of activities, making very good use of physical equipment indoors, for example, a slide and climbing frame, every day. They also enjoy times for musical movement. This enables the children to develop their confidence in a wide range of activities using age appropriate equipment that provides challenge. The children attending the out of school club use mats for physical play which is very well organised, giving plenty of space to play after school. This ensures they have physical play both inside and in an adjacent outdoor area. All children develop their fine motor skills using a wide range of activities which include the one-to-one supervision of appropriate equipment for the peeling of apples, for example, or appropriate utensils for cookery.

The children enjoy food from many different countries. They are actively involved in some aspects of the preparation as they cut up vegetables and fruit. For example, the children prepare an apple pie to eat the following evening at the out of school club. The children are helped to enjoy food and understand why some foods are healthy and others are not. The children help with the preparation of meals and snacks. Snack times are relaxed social occasions where staff and children sit together. Staff are aware of the many learning opportunities to promote an understanding of healthy eating. Harvest Festival presents a wonderful opportunity, for example, for children to have opportunities to consider different foods, and staff utilise songs, and stories and rhymes, such as the poem and story of 'Aitkin Drum', to encourage the children's enthusiasms.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The children are safe and very well cared for in premises that are safe, secure and suitable for their purpose. This is because the staff ensure that the environment gives children very good access to a comprehensive range of facilities that successfully promote children's development. Indoor space is organised effectively, creating a child-friendly environment which enables the pre-school children to explore and take risks while being appropriately supervised. The children can move freely and are protected from harm because they have space to play freely or to be active, quiet or rest. For the children in the out of school club there is a settee and a small television area, a computer area, a role play area and an arrangement of tables and chairs to allow children to socialise whilst enjoying a variety of planned activities. There is a high ratio of adults to children present, and adults are appropriately deployed, ensuring children are always well supervised in both the pre-school and out of school sessions.

The children's safety is excellently promoted because the provider takes positive steps to promote safety within the setting and on outings. She ensures proper precautions are taken to prevent accidents and minimise identified risks to children. Staff are aware of their responsibilities to keep children safe. Clear and comprehensive policies and procedures are in place to ensure children's safety, and the policies are shared with parents. Staff have a good awareness of security. They ensure children cannot leave the premises unsupervised and there can be no unauthorised access to children. There are clear procedures to ensure children are collected only by authorised people. The children learn about what is dangerous and how to keep themselves safe. They learn about fire safety; they know the procedure for evacuation in an emergency and the provider and staff regularly practise this with them. The children walking from other schools to the out of school club learn about the rules of the road. This teaches them to keep themselves safe from the dangers of traffic. All children learn to consider other dangers when using tools and equipment in creative activities.

The children are well protected from harm because staff have a good understanding of their role in child protection. They recognise that this is their first priority. They are vigilant, aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have concerns about a child, and are able to put appropriate procedures into practice, following the local authority guidelines.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The children are confident and independent, and are developing their self-esteem. They are happy and settled because the organisation of the start of the pre-school session is very effective, gathering the children together, making them welcome with music and a general atmosphere of everyone being pleased to see each other and to be at the setting. The children affirm their own presence as part of the pre-school group by answering to their name at the start of the session. The out of school group are greeted by a cheery hello from the manager once all the children are collected or have arrived, which gives the children a sense of welcome and belonging. The children are building positive relationships because the staff are all actively engaged with the children and facilitate their play very well. The children are reminded of some

of the general principles of how to behave as they arrive. For example, the children in the pre-school group are asked to remember what hands are used for. Some can say they have to be washed and others to wave. They are then asked what they should not use hands for, and they are reminded that they should not push or hit anyone else. For the older children in the out of school club the notices around the room remind them of their right not to be bullied. They quickly line up for their snack, are reminded of the need to take turns, share and be polite.

Younger children are suitably encouraged to develop their communication through language and gestures. Older children are beginning to use language appropriately to communicate their thoughts, ideas and experiences. They use their growing language skills to socialise, become part of the group and begin to negotiate with others as a member of that group. All children enjoy and share stories, songs and rhymes. Staff model good language and give children the opportunities and time to use their language skills. They talk to children and listen to their responses. For the very young children at the pre-school group the staff promote the development of children aged birth to three by using the framework 'Birth to three matters'. This framework underpins the care of younger children to ensure they develop to their full potential. In this setting it gives the staff an opportunity to assess the developmental readiness of the children to move on to the Foundation Stage curriculum.

Nursery Education

The quality of teaching and learning is outstanding. All key staff have good knowledge of the 'Curriculum guidance for the foundation stage'. Very good planning, observation and assessment is used to ensure positive outcomes for children. The staff can explain how they make observations to move the children in their key-working group on to take the next steps in their learning. Long, medium and short term plans include enough detail to show the learning intention, what the activity involves, resources, staffing and grouping of the children. They are evaluated in terms of what the children have learnt, with the evaluation being used to inform future activities. Plans are linked to the stepping stones. These plans are beginning to reference previous learning and the child's starting points, building on what staff have assessed in the birth to three phase. Staff ensure all children are included and are able to access all areas of learning. The staff have also identified where they can make improvements to their own practice. They intend to review the flow of planned activities to carry on throughout the term, and year. They are beginning to enhance the recording of all verbally identified observation and consolidate the understanding of all team members, with the support of the mentor teacher from the local authority.

The staff have excellent relationships with the children and encourage them to become involved and to persevere with tasks. Methods include asking open-ended questions, encouraging children to try, sensitive intervention in their play, extending activities and involving all children in activities. The staff give constructive feedback during the children's play, are interested and show the children that their creations are appreciated, they observe their actions and listen carefully. They also divide the children into ability groups to make activities more clearly tailored to the children's individual needs. Effective behaviour management ensures that the children are developing an understanding of right and wrong, with clear rules and boundaries the staff teach the children how to be considerate to others. Staff are directly involved in the learning and each staff member is clear about the learning outcome of each activity set and has had

some input into the decisions made about which activities will benefit the children in their key group. The session is well paced which ensures that children are fully engaged and do not become disruptive. Assessment of the children's learning is very effective. Assessments show what the children are learning and what they need to learn next. Parents are actively involved as they are given progress reports and made aware of the topics being covered.

The children have good opportunities to develop their attitudes and dispositions that enable them to achieve. They are motivated to learn through exciting and interesting activities. For example, they excitedly contribute to the description of the harvest pumpkin head, with spaghetti hair and tomato eyes. The children form very good relationships with adults and other children and are beginning to understand they are a part of their families and the setting. The children are able to become increasingly independent when dealing with their physical needs. They begin to take the initiative and to be self sufficient within their learning by choosing activities and accessing resources for themselves.

The children are developing their competencies well across the four aspects of communication, speaking, listening, reading and writing. Older children are learning to listen out for initial, final and short vowel sounds as they begin to recognise the letters in their own name. The children begin to understand how print carries meaning and are given chance to label their own work for a display. All the children have opportunities to represent their experiences through role play and recount the events of the session as a whole group, celebrating success, as they are about to go home. This effectively enables the children to reflect back and consolidates their learning experiences.

The children begin to see connections and relationships in numbers, shapes and measures. For example, the children consider how long or short their name is and how big or small their chair is. They consider simple shapes and have recently been looking at their early daily routines, thinking of the passage of time as they get ready in the morning, washing their faces and cleaning their teeth. The children have been comparing the size of teddies and solving problems across a wide range of practical activities. They begin to use number in a meaningful context and understand that numbers represent sets of objects by counting how many apples they have. This is all given meaning in an exciting programme of activities entitled 'Harvest Festival'.

The children are beginning to make sense of the world around them by investigating and exploring, through first hand experiences, in an interesting environment. They look closely at similarities, differences, patterns and change and with the use of the computer they explore how to control the keyboard and mouse. They ask questions about why things happen and how things work. The children plant seeds, watch things grow, consider the changing seasons through topics such as topical festivals and look at different fruits of the season in harvest. The children investigate objects and materials, using all senses, find out about and identify features of living things, objects and events they observe. They build and construct with a wide range of objects, select appropriate resources, select tools, assemble and join materials in art and craft activities and in opportunities for cooking. They have opportunities to observe, explore, question, and be curious in a broad range of activities that form the foundation of later learning in history, geography, science and technology.

The children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. The children move confidently, imaginatively and safely, with control and co-ordination. They travel around, under, over and through balancing and climbing equipment, steering pushchairs around the physical play area with increasing skill. The children show an awareness of space, themselves and others. They recognise the importance of staying healthy and recognise the changes that happen to their bodies when they are active. The children handle tools, objects, construction and malleable materials safely and with increasing control. The writing area is laid out to encourage the use of play dough or other malleable materials to develop their physical control in writing readiness.

The children are able to be creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. They use their senses and imaginations to create their own work and to communicate their feelings. The children use a widening range of materials and tools to help them to express their creativity. For example, the children explore colour, texture, shape, form, and space in two or three dimensions by looking at the colour orange for the pumpkin and selecting from a variety of natural materials as part of their collage creation in relation to the story of 'The Harvest Mouse'. The children enthusiastically take part in creative, physical and imaginative play. They talk happily about their play, make decisions about what they want to do, and are confident to ask for what they need. Learning is exciting and enjoyable.

Helping children make a positive contribution

The provision is outstanding.

Excellent arrangements are made to ensure all children are included. There are suitable, sufficient resources and activities to help children learn about a diverse society through their play both in the out of school sessions and in pre-school sessions. This means children have a balanced view about the wider world. Management and staff understand their obligations under the Disability Discrimination Act and make reasonable adjustments to ensure that appropriate action can be taken to support children with identified needs. All children with learning difficulties and/or disabilities receive appropriate, sensitive support.

All children make very good positive relationships and they behave very well. They are involved in what is going on around them and gain self confidence and good self-esteem. The children understand responsible behaviour and learn about boundaries because staff are able to manage a wide range of children's behaviour. Younger children behave extremely well in proportion to their level of understanding and maturity because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. A well written behaviour policy is understood, implemented by staff and shared with parents. There are excellent, positive strategies to promote children's behaviour very appropriately. All children are encouraged to help tidy up and put things away in readiness for the next activity in the pre-school sessions and older children take responsibility and begin to set up their own activities as they are given independent access to the resources in out of school sessions. They are reminded by posters and given opportunities to discuss their feelings in relation to bullying. As a result, the children

are able to feel a sense of belonging, work harmoniously with others and make choices and decisions. The children are developing good self-esteem and respect for others.

Staff have a very good, firm understanding of the Foundation Stage. They clearly explain how they support children's learning through a wide range of play experiences. For example, they talk about how they encourage the children to use tools in safety when introducing craft activities, building confidence and self-esteem with praise and encouragement. Plans show that children are able to take part in well planned, exciting activities that promote equality of opportunity, take account of children's ability or disability and promote good behaviour, fostering very good relationships between staff and children. For example, the children consider each other as they move around the room and older children are encouraged to take account of other people and share resources. As a result, the children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents have clear information about the setting and their children's progress, through a variety of methods. There is a clear prospectus, regular newsletters, meetings with parents and displays. Policies and procedures are clear and available for parents to view. There is a flexible settling-in and admissions procedure to ensure children are happy and comfortable in the setting and develop a sense of trust in the adults that care for them. The parents and carers explain that they are able to remain with children as long as they need to, to ensure they settle well and confidently into the setting, sometimes staying for a whole session for several days and sometimes staying for part of a session until the child is happy to let them go. The children's individual needs are very well met because adults work closely with parents and carers to develop close partnerships so that all children achieve their full potential. The children are developing very good secure relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting. As a result, the children feel comfortable and settled because they see parents and staff acting together and giving consistent messages.

Organisation

The organisation is outstanding.

The management and organisation of the setting is pro-active in ensuring the practice of all staff contributes positively to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. The children are well cared for in a setting where the staff are committed to continue to update their skills and knowledge by attending training, having a clear sense of purpose, and a commitment to continual improvement. The children are protected from harm as the staff are aware of the importance of ensuring that all visitors are suitable and are not left unattended with children in the setting or whilst on outings.

The children benefit from a very effective organisation of the setting. It ensures that children's health, safety and well-being are well met. The staff use their time very well because they are actively engaged with the children and ensure all ancillary tasks are organised outside of the time when children are cared for. Before the children arrive the room is transformed with considerable effort and precision planning on behalf of the dedicated staff team for both out of school club and pre-school sessions. The two very different types of activity are successfully

organised to ensure resources and space are arranged to best meet the needs of the age group in attendance and the purpose of the care offered. For example, the pre-school children have small chairs and tables arranged effectively to deliver a Foundation Stage curriculum and the children attending the out of school club have large tables and chairs with settees, areas for messy play, areas for physical play and areas to 'chill out' after school. Even the signage within the room giving children reminders of either curriculum activities or behaviour policy issues on bullying, are changed to suit the session and the children due to arrive.

The leadership and management of the setting is outstanding. The leadership and management of nursery education sufficiently monitor and develop the provision to ensure that children make very good progress towards the early learning goals. The children are developing positive attitudes and dispositions towards their learning. All children are supported appropriately to achieve their potential by staff knowing their starting points and working with parents and carers to support this progress. The operational plan is imaginative and effective because staff know and understand how to implement the policies and procedures. Staff leading key-working groups can all explain their own planning and are given sufficient autonomy and support from the registered person and mentoring team to deliver an effective, interesting programme for the children.

The children are well cared for in a setting where there are suitably qualified staff to meet the needs of all the children. All policies and procedures protect children and are effectively implemented to promote all the outcomes for children. Records are available and retained for inspection. They are well organised and kept confidential. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to ensure parents are made aware of the policy to assess children's level of understanding and suitability prior to participating in risk play, ensure that the policies and procedures are more readily accessible to parents and keep the information displayed for parents, up-to-date and well organised.

The notice board is clear and well presented. The information is up-to-date for both the out of school care and the pre-school care and education. Policies and procedures are displayed on the notice board and additional copies are made available for parents and carers to take out of the plastic wallets to read more closely. The staff ensure that all parents are fully informed of all activities and how they have been risk assessed, including those for older children which include the use of close supervision whilst using appropriate tools in craft activities. As a result, the partnership with parents and carers is effective and they are kept fully informed, further safeguarding children's well-being.

Complaints since the last inspection

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk