

# St Phillips Project (The Branch)

Inspection report for early years provision

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<b>Unique Reference Number</b>	255205
<b>Inspection date</b>	16 August 2007
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<b>Registered person</b>	St Phillips Project
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

### WHAT SORT OF SETTING IS IT?

St Phillips Project (The Branch) opened in 2003 and operates from an old converted house which is shared with staff who run various projects. It is situated near West Bromwich town centre. A maximum of 16 children may attend the play scheme at any one time which runs for eight weeks during the school holidays. All children share access to a secure enclosed outdoor play area. The club also uses the play area at the local church. The Branch offers after school care from 15:30 to 18:00 which is registered for 15 children aged two to five years.

There are currently 34 children aged 3-11 years on roll in the play scheme. During the inspection 12 are under eight and five are over eight years of age.

The club employs seven staff who hold appropriate early years qualifications. The play scheme currently supports children with learning difficulties and/or disabilities.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is satisfactory.

Children's health and safety is suitably promoted as they are independent and responsible for looking after themselves. Older children remind younger children to wash their hands before eating. They ensure they drink all their juice, telling them they need to drink plenty because they are going to the play area soon and they will need lots of energy. Staff follow simple health and hygiene procedures, for example, wiping the tables before serving snacks, and wearing plastic gloves. However, some foods are left uncovered in the kitchen before cooking. As it is a warm day, the window is open which means children are at risk of contamination from possible flies.

Children's nutritional needs are fulfilled. They receive a varied diet consisting of healthy foods and

foods that are suitable for them, for example, vegetarian and vegan options. Children receive plenty of fluids during the day. Drinking water is available on request and children are reminded to drink extra after physical play. Children are encouraged to be independent as they peel their own bananas, apples and oranges during snack time.

Children's individual care needs are met because relevant information is requested from parents upon registration. Staff record children's medical information, obtain consent for emergency treatment and ask for details of any known allergies. In cases of accidents or illness, children's welfare is sufficiently promoted as all staff are first aid trained and accidents are clearly recorded and shared with parents.

Children have stimulating opportunities to engage in physical play, both indoors and outdoors. They have access to a nearby outdoor play area. This enables them to develop their confidence to enjoy moving with control and using their bodies in various way, for example, climbing and balancing. Indoors, children make sound progress in writing and painting activities.

### Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are 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 good access to a comprehensive range of facilities that successfully promotes their development. Children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Children's safety is well promoted because the registered person takes positive steps to promote safety within the setting and on outings. Staff ensure proper precautions are taken to prevent accidents and minimise risks to children.

Children are learning how to keep themselves safe. For example, during a short walk to the local play area, older children join hands with the younger children. They walk in a line supervised by competent staff who remind the children to stay together and stop, look and listen when crossing the road. They learn about fire safety, rehearsing the emergency evacuation procedure regularly with staff. Children are able to talk through what they have to do, which is to, 'line

up by the door, walk with (staff members name) and line up over there' (pointing to the area where they have to go to).

Children are well protected from harm because all staff attend child protection training on a regular basis. They are able to demonstrate a good understanding of their role in child protection. They are able to put appropriate procedures into practice in line with current guidelines if the need arises.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident, independent and are developing their self-esteem. They ask questions and respond to new challenges by questioning and using their initiative. Whilst playing in the outdoor play area, younger children are introduced to a new activity called swing ball. The idea is to hit the small ball attached to a pole and pass it to someone else. Staff demonstrate how to use it initially which encourages children to have a go, however older children can see they need further help and are productive in offering their assistance. Older children are very caring of the younger children and provide meaningful support. For example, by taking their hand and guiding them into the playroom when they become nervous because unfamiliar people are standing in the hallway on their arrival.

All children have their individual needs met and are developing a good range of knowledge and skills. There are effective plans which provide activities and play opportunities that help children achieve in all areas. Children whose interests lie in sports are able to play pool and play with the play station whilst creative children can draw and paint in the arts and crafts room.

Children are able to distinguish between right and wrong and form positive relationships with each other and staff. There are consistent boundaries and adult support which helps children develop appropriate behaviour. Children work and play together, offering sensitive support when needed. For example, young children preferring certain colours will not drink their juice because the cup is not the same colour as their plate. Older children say, 'I'll get you a pink cup'. The juice is poured into the pink cup and is drunk straightaway.

### **Helping children make a positive contribution**

The provision is good.

Children are welcomed enthusiastically into the setting and are provided with equal opportunities to engage in all activities on offer. They learn about the wider world in which they live through interesting activities, such as talking to each other about their culture and religion. Children take part in cooking activities reflecting the foods they eat at home. They find out about other people by accessing a range of resources that reflect different aspects of diversity and positive images. For example, through reading, doing puzzles and through role play and dressing up.

Children are encouraged to care for each other, consequently, they are considerate of one another's needs. They behave very well and play together harmoniously and happily share resources such as paints and paintbrushes. Children display good manners and know what is expected of them, for example, saying please and thank you.

Staff have supportive relationships with the parents. They are warmly greeted on arrival and made to feel welcome. Parents are kept informed about the activities their children are involved

in each day and plans are displayed on the notice board detailing forthcoming events. Parents are able to join their children in weekly trips, such as days to the seaside. A complaints policy is in place and parents are made aware of the procedure to follow should they need to make a complaint either to the setting or to Ofsted.

Children with learning difficulties and/or disabilities are well cared for and their needs are met because parents play an active role in their care. Parents are invited into the setting to see what activities are on offer and to engage in play with their children. This provides staff with good opportunities to learn how best to support individual children and to provide activities that are suitable for their stage of development. The setting does not have a formal special needs policy in place, however, due to positive communications with parents, staff are able to fully support children with learning difficulties. Children with learning difficulties and/or disabilities have access to the same resources as other children and older children are eager to support them when needed.

## **Organisation**

The organisation is good.

Overall children's needs are met. A choice of spacious rooms provide children with extensive opportunities to engage in a range of exciting activities, such as pool in the games room or reading and relaxing in the chill out room. Staff are deployed effectively. There is a good level of support within the setting and in each of the separate areas. This provides children with the required support to promote their safety, welfare and development. Staff work together to oversee the care of children and organise suitable activities. Children receive good quality care because all staff are suitably vetted and are experienced in providing effective childcare.

Most documents and records are kept including all mandatory policies and procedures. These in turn ensure children's welfare is protected. Extensive operating procedures are available to all staff which means that the play scheme runs successfully. Daily registers are maintained of all children in attendance, however, this is only in the form of a tick chart and does not show individual hours of attendance. This potentially compromises children's well-being.

Staff and children's records are stored securely to maintain confidentiality. The registration certificate is on display and the conditions adhered to. Information is shared regularly with parents to keep them up to date with the service and their child's activities. This contributes to continuity in their children's care.

## **Improvements since the last inspection**

At the last inspection, the setting was asked to; ensure all policies and procedures included sufficient details, to ensure safety measures were put in place, including records relating to vehicles in which children were transported, to ensure all staff were informed about equal opportunities policy issues, to ensure all staff knew how to locate basic information relating to child protection and to provide written records of children's development for sharing with parents.

Children's welfare is well promoted because all policies and procedures have been updated and thoroughly re-written. These policies are shared with both staff and parents and include a revised equal opportunities policy. Children are safe and well protected because daily safety checks are completed on the privately owned minibus. All checks are recorded and any defaults are repaired before allowing children to be transported. All staff demonstrate a good

understanding of child protection issues and have access to very detailed child protection policies. Parents have a weekly update on what their children have done in the play scheme. Children are supported to complete their own journal with details such as what they have played with, what they have learnt, what they have eaten and what outings they have been on. Younger children are encouraged to draw pictures and staff write brief sentences for them which they try and copy underneath.

### **Complaints since the last inspection**

Since their 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 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.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

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

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop special needs policy
- ensure daily registers of children's attendance is recorded accurately with special regard to arrival and departure times
- ensure food hygiene procedures are followed at all times.

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](http://www.ofsted.gov.uk)