

Fox Hollies Childrens Centre

Inspection report for early years provision

Unique reference number	EY364118
Inspection date	17/09/2008
Inspector	Teresa Marie Taylor / Lucy Showell
Setting address	419 Fox Hollies Road, Acocks Green, BIRMINGHAM, B27 7QA
Telephone number	0207 697 2500
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Fox Hollies Children's Centre opened in 2008. It is a newly built premises situated off a main road in the Acocks Green area of Birmingham. It is a multi-purpose provision and is supported by a partnership of Pre-School Learning Alliance, Barnardos and Birmingham City council. Services offered within the building include; a family support team, health clinic, midwife team, parents' groups, workshops, training, toy library and access to childcare information services. The nursery operates from three main rooms on the ground floor and serves the local community. All children have access to a fully enclosed outdoor play area.

The nursery is open all year round except for bank holidays and staff training days. The nursery is open from 08.00 to 18.00 every weekday. A maximum of 50 children under five years may attend the nursery at any one time. There are 33 children on roll and of these 10 receive funding for early education and there are links with the local primary schools. The setting is registered on the Early Years Register.

The nursery has procedures to support children with learning difficulties and/or disabilities and currently supports children for whom English is an additional language. There are currently five staff employed to work with the children, all of whom hold an appropriate child care qualification or qualified teacher status.

Overall effectiveness of the early years provision

Permanent staff have secure knowledge and understanding of the overarching requirements of the Early Years Foundation Stage (EYFS) and good use is made of observations and assessments to inform planning. This ensures the nursery is inclusive to all and children's individual needs are met. However, the reliance on agency staff to maintain ratios results in some inconsistencies of practice. The partnership with parents and other agencies and the nursery's ability to self-evaluate are key strengths.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all practitioners have a clear understanding of their roles and responsibilities
- ensure children are provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes.

The leadership and management of the early years provision

Staff qualifications and ratios meet the welfare requirements. The robust systems in place for recruitment and clear vetting procedures ensure children are cared for

and protected by suitable adults. Appraisals are used to identify professional development and training needs of permanent staff. However, the management team rely on agency staff and are not able to ensure that they all have the necessary skills and knowledge to work effectively. Therefore, not all staff are consistent in their approach to the children and do not understanding their roles and responsibilities. For example, staff are reluctant to use their initiative and are unclear on some procedures such as child protection.

There is good documentation in place such as effective risk assessments, daily safety checks and information regarding equality and inclusion. There is a very good range of freely accessible information for parents such as policies and procedures, newsletters, guidance leaflets and complaints information.

There is good capacity for continuous improvement as shown by the changes made since registration with regard to the safety and security of the building and outside areas. Permanent staff have identified further areas of improvement through their valued involvement in the nursery's self-evaluation, discussions at staff meetings and the good partnerships with the other agencies within the children's centre.

The quality and standards of the early years provision

Children are confident and eager to join their peers in this warm, welcoming and child-centred environment. The low-level storage and use of clear boxes ensures children can easily see and self-select from the wide range of age-appropriate toys and equipment, both indoors and out. Children enjoy seeing their work displayed and photographs of themselves which promotes their self-esteem and sense of belonging. There is a suitable range of adult-led and child-initiated activities although, this is not consistent across the staff group. An 'Eco garden', which is a separate area from the outdoor play space, is being developed. This contains elements of the Forest Schools approach to provide excellent opportunities for children to develop their knowledge of the natural world. There are areas for digging, growing and raised beds to ensure all children, including those with disabilities, can make the best use of this valuable resource.

The effective use of observations and assessments to inform planning ensures good opportunities are provided to help children make progress across all areas of development. Information regarding children's achievements is communicated effectively with parents via the 'constant curriculum' approach that the nursery is taking. Parents are involved in their children's learning through inclusion in planning, regular meetings to share children's progress and achievements. They are invited to comment, verbally or written, on the observations and assessments undertaken.

Children are encouraged to develop the habits and behaviours appropriate to good learners such as sharing equipment, taking turns and listening to others. They are beginning to recognise their own needs and those of others as most staff have effective and consistent systems for managing children's behaviour. For example, 'please don't run inside in case you bump into someone, you can always go and run outside'.

Permanent staff have a comprehensive understanding of the Early Years Foundation Stage and how children learn through play. Children enjoy a wide range of stimulating opportunities and experiences such as interactive whiteboards, free access to outdoor play, computers, various art activities, inviting book areas and all children under three have access to sensory areas within their base rooms.

Children are provided with a healthy nutritious range of snacks which includes fresh fruit and vegetables. However, their independence is not always encouraged as staff pour drinks, prepare all snacks and at lunch time children are given foods selected by staff from their lunch boxes. Staff are proactive in ensuring children's safety and have already taken steps to eliminate risks. For example, additional security such as top catches fitted to doors and gates fitted in the fencing between the gardens, to provide easier and faster escape routes.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.