

The Annex

Inspection report for early years provision

Unique reference number	EY297165
Inspection date	18/11/2008
Inspector	Samantha Jayne Taylor
Setting address	32A Lyttelton Road, Stechford, Birmingham, West Midlands, B33 8BH
Telephone number	0121 603 8245
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Annex registered in 2003. It operates from one building in Birmingham. The setting serves the local area. The setting is easily accessible as it is all on one level. The wider building has facilities designed to meet the needs of adults and children with disabilities.

The group opens Monday to Friday for 48 weeks of the year, closing for two weeks during the Christmas period and two weeks in the main school summer holidays. The group is also closed for public bank holidays. Sessions are between 08.00 and 18.00. Children are able to attend for a variety of sessions.

A maximum of 24 children may attend the setting at any one time. There are currently 25 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 14 children receive funding for early years provision. The setting offers care to children aged over five to eight years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs six members of child care staff of these, four hold appropriate early years qualifications. The setting receives support from the local authority. The setting has links to local schools and Children's Centre.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's progress and development is well promoted due to the staff's awareness of the learning and development requirements of the Early Years Foundation Stage (EYFS). Welfare requirements are known and met by staff, which promotes children's care and well-being in a safe, inclusive environment. Documentation in place mostly supports this. Strategies are in place that support positive working partnerships with parents, promoting consistency in the care children receive. Regular discussions with staff keep management informed of particular skills and training needs and this is demonstrated through a commitment to staff training and development in order to enhance practice.

What steps need to be taken to improve provision further?

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

- review risk assessments to include all outdoor areas used by the setting
- ensure all policies and procedures required for the safe and efficient management of the setting are updated consistently across the setting.

The leadership and management of the early years provision

The staff team work very well together and have a shared vision. The provider, who is also the manager, has effective hands-on strategies which help to promote good quality care and education for the children. A very focused partnership with parents contributes effectively to the children's individual needs being supported at all times. Children's individual care needs are fully discussed with parents before the child starts at the setting and details are reviewed regularly. Through the learning journeys they are able to inform staff of children's abilities as they begin the nursery, a basis on which observations and assessments are made. Children's daily activities and achievements are shared verbally with parents each day, ensuring parents are kept fully informed. Information is also exchanged through wonderful displays of the children's activities and regular newsletters.

Staff are very enthusiastic and treat the children with respect, valuing their uniqueness and any ideas each of them has to offer with regard to contributing to planning, outings and discussions. Warm relationships between all contribute to children feeling confident and secure in their surroundings. Key persons are allocated quickly giving parents a specific person to discuss their child's needs with. Children with learning difficulties and/or disabilities are fully integrated into the setting, with the special needs coordinator liaising with a range of professional health agencies to ensure children's individual needs are met. The manager places high regard on the continual improvement of the service she offers to children and their families and values individual strengths within the team. As a staff team they are able to identify areas where improvements could be made to their practice. This has resulted in children benefiting as changes made provide them with increased experiences and opportunities.

The risk assessments and actions taken to manage or eliminate risks are mostly effective but not all known risks are recorded in the outdoor play area. Steps are taken to promote children's good health and well-being, including those to prevent the spread of infection, and those taken when children are ill, are effective. Staff have a very clear understanding of their role in safeguarding children with all the required policies and procedures in place and implemented effectively to promote children's welfare. Systems in place for the recruitment and selection of staff are effective and policies are being developed further to ensure children's continued safety.

The quality and standards of the early years provision

Children's self-esteem is positively fostered through good levels of support and encouragement from the staff. Children begin to distinguish between right and wrong, consequently their behaviour is good. Children are valued and encouraged at all times in their independence skills by experienced and knowledgeable staff. As a result children are confident and have established positive relationships with staff. Children enjoy a wide range of activities which contribute to their good health and help to promote their physical development. On most days they enjoy fun, stimulating, outdoor activities, such as searching for hidden toy dinosaurs in

the sand play area. They regularly visit the local school and parks where children's physical skills are further enhanced through the use of resources and equipment.

A wide range of activities and experiences are thoroughly enjoyed by children, which reflect their needs and interests and helps them to make progress in their development, such as the use of puppets during story-telling sessions. Links with visiting professionals stimulate children's curiosity further, for example, where children learn to explore and investigate clay as they model and make their own pots. Other exciting activities are exuberantly recalled by children including, the life cycle of caterpillars. Children wonder at and experience nature at first hand as the butterflies are released from nets into the sky. Through positive links with a local school, children also have opportunities to observe chicks as they hatch from eggs.

Children's health and safety are priorities in the setting. Staff take time to discuss issues with the children and they all know about fire drills, participating regularly. There are policies and procedures in place for the day-to-day running, which are mostly consistent across the setting, with updated information. Risk assessments are conducted for the premises and for the many outings and local trips undertaken by the children to ensure their safety and well-being. However, the system in place is not rigorous as not all risks identified by staff are recorded, such as in the outdoor play area.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 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.