

Footsteps

Inspection report for early years provision

Unique reference number	EY371382
Inspection date	21/11/2008
Inspector	Adelaide Griffith

Setting address	Albert Bradbeer Junior School, Longbridge Lane, BIRMINGHAM, B31 4RD
Telephone number	01216751054
Email	enquiry@abprimary.bham.sch.uk
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

Albert Bradbeer Children's Centre and Footsteps Day Care opened in 2008. It operates from purpose built premises in Longbridge, Birmingham. A maximum of 40 children may attend the setting at any one time. The setting is open from 08.00 to 18.00 each weekday for 50 weeks of the year with the exception of one week at Christmas and one week at Easter. All children share access to three secure enclosed play areas.

There are currently 17 children in the early years age group. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs eight members of staff all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children are comfortable in this setting and their individual needs are generally met. Children's learning and development is positively promoted and their welfare is appropriately safeguarded but risk assessments lack detail. Those in charge work in partnership with parents to support children's care adequately and also some aspects of their development. The relationships with other early years providers help to promote children's care. The process of self-evaluation are in place to make improvements for a more effective service.

What steps need to be taken to improve provision further?

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

- improve planning to provide experiences which are appropriate to each child's stage of development and include challenges to support their progress towards the early learning goals
- improve the partnership with parents to support children's learning and development more effectively
- improve the suitability of the premises for the care and learning of children through reviewing risk assessments and by carrying out regular evacuation procedures
- improve systems for maintaining records, policies and procedures for the safe and efficient management to meet the needs of the children. The procedures relate specifically to the prevention of the spread of infection.

The leadership and management of the early years provision

The organisation of the setting ensures that children's needs are generally met and most documentation are in place but those relating to risk assessments and some

policies are not complete. Vetting procedures for all staff who work with children are robust and staff attend updating courses in order to support children. Resources are appropriately used and staff work with children in small key worker groups. Consequently, all children's independence is promoted and they are supported in developing relationships. Staff strive for improvement to provide high quality care and education by reviewing teaching methods and planning.

The setting demonstrates the capacity to make improvements, for example, changing the outside area to provide more play space in order to promote children's development. Through the process of self-evaluation the setting has identified plans for further improvement such as developing a range of activities. Inclusive practice is promoted and all children's care needs are implemented as agreed with parents. Safeguarding policies contribute to children's welfare and some procedures to identify risk assessments that may pose potential hazards are adequately implemented although these could be further developed. All staff are trained and familiar with fire evacuation procedures. However, children have not yet developed an understanding of fire safety as an evacuation drill has not yet taken place. Although the partnership with parents is positive they are not consistently asked to support their child's learning. There are sound links with other early years providers and the effectiveness of initiatives implemented in the core services and day care provision contribute positively to the learning and development of the children.

The quality and standards of the early years provision

Children are making reasonable progress in this setting due staff's sound understanding of the Early Years Foundation Stage. They use various teaching methods that promote learning appropriately. Children are at ease in the environment which is resourced with interesting toys and a fair selection of natural materials such as cones, feathers and twigs. on a daily basis there is a wide range of planned, purposeful play including physical exercise. The balance of adult-led and child-led activities means that children develop their play spontaneously and structured activities ensure that interest is maintained. Staff use unscheduled occurrences to help children learn opportunistically. For instance, they discuss the movement of diggers removing mud outside.

Children are making some progress in all areas of learning. Problem-solving is promoted through jigsaws of different sizes. Exploration skills with a range of materials including sand and water are developing. Children have access to programmable toys and some demonstrate growing skills in using one-handed tools such as scissors. Although staff promote language for thinking during activities they do not include a wide range of methods to promote the language skills for less able children. Similarly, planning does not routinely include challenges for more able children to ensure that they make appropriate progress consistently. Information gained from regular observations is used to move children on to the next stage in learning. There is a designated member of staff with experience of working with children with learning difficulties and/or disabilities. The setting has a positive relationship with parents and this ensures that care needs are addressed

appropriately. Strong links with other early years providers contribute to children's care and learning.

Children are adequately safeguarded due to the policy relating to child protection. Owing to appropriate procedures such as the administration of medication and those relating to accidents children's well-being is promoted. They are gaining a clear understanding of personal hygiene due to consistent hand washing. However, steps taken to prevent the spread of infection are not always rigorously implemented as individual beakers for younger children may be accessed by others. Staff teach children to stay safe through reminders to refrain from climbing on furniture. Children are well behaved due to the consistent implementation of strategies which encourage positive behaviour.

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?	3
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?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
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?	3

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

Since registration there have been no complaints that required Ofsted to take action.

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.