

# St Paul's Venture

Inspection report for early years provision

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**Unique reference number** 591000  
**Inspection date** 11/08/2009  
**Inspector** Angela Dyer

**Setting address** Malvern Street, Balsall Heath, Birmingham, WEST  
MIDLANDS, B12 8NJ  
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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 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

St. Paul's Venture is managed by St Paul's Community Development Trust and operates from a purpose built centre in the Balsall Heath area of Birmingham. The setting is part of the extended services offered through the local children's centre. Children have access to a large main hall/play room, an art room and a computer room. There are kitchen and toilet facilities within the main building. The children also have access to an outdoor play area and the community farm.

During term time after school care is provided for children aged four to 11 years until 6pm. During school holidays, Monday to Friday, the setting offers a play care facility from 8am to 6pm and a play scheme from 10.30am to 4pm.

A maximum of 60 children may attend the setting at any one time. There are currently 56 children attending who are aged between four and 11 years, this care is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children over the age of 11 are cared for at the St. Paul's Youth club. The setting has systems in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting has a ramped access.

The setting employs 11 staff and additional sessional staff and volunteers work at the setting during the school holidays. Over half of the staff team are qualified in child care, play work, teaching or youth work.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory with some good aspects. During school holidays children enjoy their time at the setting and benefit from being cared for by a friendly, enthusiastic and qualified staff team. Staff plan a full programme of stimulating activities and outings that are thoughtfully prepared to be inclusive and encourage children to develop new skills, knowledge and ultimately have fun. Partnerships with parents are open and friendly, and strategies to work with other professionals, including the schools of which children attend, are well-developed. The setting has started to reflect on their practice, with the help of children and parents, in order to identify areas for development and demonstrate a positive attitude towards continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop the key person system to support children in becoming familiar with the provision and to feel confident and safe within it
- ensure that children's dietary needs are fully met, this is specifically in relation to monitoring younger children sharing food from their lunch boxes.

## **The leadership and management of the early years provision**

Children are cared for in a welcoming and inclusive environment by friendly staff, with whom they have established positive relationships. Staff work well-together and are led by an enthusiastic and dedicated management team who demonstrate a commitment to providing children with high levels of care. Staff have a wide range of experience and skills related to working with young children in the local community, teaching sports and working with children with learning difficulties and/or disabilities. Staff, parents and children have started to engage in a self-evaluation process to identify the settings strengths and areas for development. However, some new ways of working, particularly in relation to the implementation of a key person system, has not yet been fully implemented to support younger children in feeling secure within the setting.

Staffing arrangements are organised to meet the needs of the children and there are robust employment and staff checking procedures in place. Staff have a clear knowledge of safeguarding procedures and are aware of their roles and responsibilities to protect the children in their care. The area in which children are cared for in is not secure, due to the general public being able to have access to the settings grounds, however, staff are vigilant in ensuring that children are closely supervised at all times and children are confident about the safety rules. Children's risk of accidental injury, whilst on the site or on outings, is minimised as detailed risk assessments are carried out to ensure that hazards are promptly identified and addressed. A high number of staff hold a current first aid certificate and have a clear understanding of the procedures to adopt in the event of an accident or emergency.

Staff recognise the importance of working in partnership with parents and keep them informed about the setting through providing them with a parent's handbook, having access to the settings written policies and procedures and informal discussions. Staff demonstrate a sound knowledge of the children's needs, routines and interests. This is enhanced by the information shared with staff from both parents and children and the settings transitional worker who works closely with families and the schools that children attend. Children benefit from being cared for by staff of both genders and of different cultures, who act as positive role models. The setting is committed to inclusion and regularly review their practice to ensure that disability is not allowed to become a barrier to children attending the play scheme and that their inclusion policy remains effective.

## **The quality and standards of the early years provision**

Staff are skilled in communicating with children and young people and show obvious enjoyment in their company. Staff are positive role models and generate an atmosphere of community and friendship. Staff join in with activities, often on children's invitation, and support and extend children's play through providing appropriate resources. Children have opportunities to learn about themselves and others through planned and spontaneous activities. They also benefit from staff being able to speak various community languages and having a knowledge of how

to meet the needs of children with learning difficulties and/or disabilities and children from different cultures.

Staff implement a calm, fair and consistent approach to managing behaviour, which takes into consideration children's individual abilities. Children's behaviour is generally good and they are learning to negotiate and compromise as staff give them time and space to try and sort out any minor disagreements for themselves, dependent on age and levels of maturity. Children respond well to staff guidance and intervention, when necessary, and staff are skilled in promoting children's self-esteem through this positive process.

Children are consulted about what they want to do throughout their time at the setting and are generally confident in expressing their needs and preferences. However, younger children do not have the full benefit of having a key person who can oversee their care to ensure that their needs are being met. Children enjoy a wide range of activities including junk modelling, jewellery making, table football and making musical instruments. Children also benefit from the input of external visitors, including a local musician who puts on drumming workshops, and proudly showed off their talent and hard work at the 'Balsall Heath's Got Talent' show that they put on for the rest of the group.

Children provide their own packed lunches and are able to help themselves to drinks of water throughout the day. Staff have a clear understanding of children's dietary needs, however, younger children are not fully encouraged to consider the possible consequences of sharing food with each other from their lunch boxes. Children learn the importance of good hygiene practices as they are reminded by staff to wash their hands after using the toilet and before meals. Children enjoy daily access to a spacious outside area where they are able to play sports, ride on bikes and look at the various animals within the community farm, that is located on the same premises. Staff fully engage in physical activities, joining in with the fun and encouraging children to participate and develop their physical skills. Staff also plan various outings as part of the play scheme, including tobogganing and swimming. Children also talked excitedly about their forthcoming trip to a forest school where they were going to have opportunities to make dens, learn how to make fires and enjoy the natural environment.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

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

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