

# Qest at Crown Meadow First School

Inspection report for early years provision

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<b>Unique reference number</b>	EY370727
<b>Inspection date</b>	04/11/2008
<b>Inspector</b>	Christine Lynn Williams

<b>Setting address</b>	Crown Meadow First School, Birmingham Road, Alvechurch, B48 7TA
<b>Telephone number</b>	07910 114 988
<b>Email</b>	qestclub@hotmail.com
<b>Type of setting</b>	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).

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

Qest at Crown Meadow First School opened in 2008. The setting is a privately owned and managed as a partnership. It is one of three settings run by the same providers. Qest provides a wrap-around care and out of school service for the children attending Crown Meadow First and Alvechurch Middle Schools. It operates from three main rooms within the newly built extended school and community library site in the village of Alvechurch. The setting has strong links with both schools within the village. There are several play areas available for outdoor play.

A maximum of 64 children may attend the setting at any one time. There are currently 26 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years to 13 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting currently supports children with learning difficulties and there are appropriate facilities to support children with disabilities and those who speak English as an additional language. There is easy access to the main building, with disabled facilities available including a lift and toilet. The setting has variable opening times according to the type of provision offered. Wrap-around nursery care is provided from 11:45 to 18:00 five days a week during school term times. There is also a breakfast club operating each weekday from 07:45 to 08:45. After school facilities are also available each weekday for five to 13-year-olds from 15:15 to 18:00. A holiday play scheme also operates for children aged three to 11 during most school holiday periods. Children are able to attend for a variety of sessions.

The setting employs 10 child care staff. Of these, eight hold appropriate early years or playwork qualifications, one of whom is working towards Early Years Professional Status. Two staff are currently working towards a recognised early years qualification.

## Overall effectiveness of the early years provision

The setting is highly effective at making sure children make excellent progress in all areas of their learning and development. All aspects of the setting's work are at least good, with the majority being exemplary. Children's right to choose, make decisions and voice their thoughts and opinions is supported exceptionally well so that they are fully included and develop a strong sense of belonging and self-esteem. Extremely comprehensive steps are taken to ensure children are well integrated within the setting and this has been particularly carefully considered in relation to the youngest children. A true partnership with parents is achieved and staff ensure continuity and coherence by working closely with the school. The welfare requirements are used to best effect in creating a welcoming, safe and stimulating environment where children learn and develop to their full potential.

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

To further improve the high quality early years provision the registered person should consider:

- further extend the arrangements for working in partnership with the other settings children attend to ensure all children fully benefit from effective continuity and progression across the extended services. This applies to those children attending after school.

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

Those in charge have exceptionally high aspirations for quality, which is reflected in the setting's daily practice and is evident in the plans for ongoing improvements. The setting's self-evaluation is highly effective in identifying strengths, with plans for the future being well targeted. These are shared and discussed with staff so that there is a common understanding about how best to create, maintain and improve the experiences offered to children.

Extremely effective teaching and management of the setting ensure that all children enjoy challenging experiences that are tailored to meet their individual needs. Individual development plans, collaborative working and sustained shared thinking make sure that all children are treated as individuals, listened to and respected. As a result, young children make outstanding progress in their learning and development, while those attending after school enjoy rich, stimulating experiences within safe and familiar surroundings. Staffing arrangements throughout the provision are successfully organised to meet the needs of children and they are kept safe and well protected by the setting's robust safeguarding procedures and effective employment strategies. Within the nursery area, staff are exceptionally well qualified, while those working with children after school are employed specifically for their skills, knowledge and understanding of the needs of older children.

Partnerships with parents and others are highly successful and valued by the provider, with most aspects being exemplary. There are extremely positive arrangements for working closely with the other settings children attend and some of these have a significant impact in raising children's achievements and experiences. This is particularly evident in the nursery where staff work collaboratively with school teaching staff to create a highly effective approach to planning, monitoring and assessing young children's learning and development. However, this partnership is not yet developed to the same high standard in relation to those children attending after school. Effective policies and record keeping procedures have been developed and these positively support the outcomes for children.

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

Three- and four-year-olds benefit from excellent early years practice. They learn and develop to their full potential within a safe, secure and stimulating environment. Strong, positive and caring relationships are developed, with staff working closely with parents and school teaching staff to ensure continuity of care is maintained and that children's move from the LEA nursery in the morning to the wrap-around service in the afternoon is seamless and positive. Safety is given a high priority throughout the provision and children's understanding of a healthy lifestyle is exceptionally well developed. For example they enjoy nutritious meals and snacks and make the most of the different outside areas to keep fit, learn new skills and investigate new things.

Children are encouraged to be independent and autonomous learners. They develop very positive attitudes as they lead and direct their own play, make choices and grow in confidence. For example, children designed and made their own den, then used their creativity to turn it into an imaginary world of monsters. Their communication skills are developed exceptionally well with books, labels, symbols and specialised equipment such as a computerised interactive whiteboard fully supporting their understanding of words and mark-making. Number lines and an excellent range of mathematical resources encourage positive attitudes to counting and children solve number problems in a fun and stimulating way such as working out how many more children need to put their names on the board. Stimulating projects and challenging activities encourage children to explore the world around them as they watch the wild rabbits on the field, pick up conkers and grow herbs, fruit and vegetables. The use of information technology is a real strength and there is excellent use of resources for helping children to construct and build. Children show exceptional physical control due to the wide range of indoor and outdoor activities offered that build on and extend their balance, coordination and spatial awareness and their creativity is highly valued and encouraged across all areas of learning.

Planning and assessment of children's learning is extremely well organised and executed and staff show a thorough understanding of the EYFS and are skilled at engaging children so that they get the most out of their learning. A rich and stimulating environment is provided where creative displays celebrate children's achievements and careful planning of playthings and resources allows children to make choices and decisions. From the outset, strong relationships are established with children's families and parents share what they know about their children, join in with the learning at home and are kept very well informed about their child's progress.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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

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

## **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 the last inspection.

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.