

# Surestart Balsall Heath Children's Centre at St. Barnabas Church Hall

Inspection report for early years provision

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<b>Inspection date</b>	14/10/2009
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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).

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.

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## **Description of the setting**

Sure Start Balsall Heath Children's Centre at St Barnabas Church Hall. It is one of two nurseries run by the committee of a community and voluntary organisation. It was re-registered in 2009 and operates from one large room within the grounds of St Barnabas church. The nursery opens each weekday from 8.00 am to 6.00 pm all year round except for one week at Christmas, and on bank holidays. The nursery is attached to the Children's Centre but it is not on the same site.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 15 children aged from eight months to under five years on roll, some in part-time places. The nursery supports children who speak English as an additional language. This nursery is registered on the compulsory part of the Childcare Register and also offers care for children aged from five years to under eight years during the school holidays.

There are five members of staff, all of whom hold appropriate early years qualifications. The nursery receives support from the local authority and the Children's Centre teacher. The nursery provides funded early education for three- and four-year old children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are at ease in the nursery and this supports their learning and development effectively. All children's individual needs are appropriately met and their welfare is safeguarded. The positive partnership with parents generally contributes to children's care. The relationship with other providers is well-established to support children's care and learning. Staff regularly review practice and they have made some changes to improve outcomes for children. Some plans are in place to develop the nursery further for the benefit of children.

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

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

- improve the provision of resources that promote other cultures and disability to support children's understanding more effectively
- improve the system for reporting children's progress and achievements to parents
- develop the self-evaluation process to identify the priorities for development that will further improve the quality of the provision for children

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

Staff have a clear understanding of child protection issues and children are competently safeguarded. All staff are vetted and sound recruitment procedures are in place. The environment is kept safe, indoors and outside, due to a broad range of risk assessments that ensure that potential hazards to children are minimised. All records for the smooth running of the setting are available to meet the needs of children.

The manager and staff review aspects of the provision regularly. For example, they reorganise the room to ensure that children can access areas that promote their learning effectively. Although the manager has a vision for the nursery this is not shared by the staff. Some plans are in place for further development of the provision. For instance, to create a digging area outside. However, priorities for improvement are not identified. There is a positive partnership with parents who are provided with a handbook that includes copies of policies. On a daily basis information is shared about activities. When children start staff discuss with parents what they know about their child's preferences and development. However, parents are not provided with regular feedback about children's progress and they are not consistently encouraged to continue with activities implemented in the nursery. The manager and staff maintain regular communication with local schools. A summary of developmental achievements is provided for children who attend other early years settings.

There is a clear awareness of attainment between groups of children. For those who are making less rapid progress the staff consistently link learning to resources or activities according to children's preferences. Staff support children in small groups or individually if necessary to achieve positive outcomes. Some staff speak community languages and this facilitates communication with children who speak English as an additional language. They are supported in gaining an understanding of a broad range of cultures and disability. Although staff have taken the initiative to supplement resources with loans from the toy library at times few are available. In order to support children's individual needs effectively the broad range of other resources is rotated regularly to maintain their interest in their play.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy the time that they spend in the nursery because staff have a well developed understanding of how to encourage their active involvement in play. All routines are used to promote learning, for example, during free play children are helped to recognise secondary colours such as orange and brown. The large room is divided into several areas and children freely move around to access the available materials and resources. They access a low writing table and while younger children scribble on paper older children are beginning to form recognisable letters of their names. Children are comfortable in the setting. After lunch they sit on low cushions and access books spontaneously. Some children

take the lead during play. For instance, they sit with others to look at books and ask them to identify pictures. This is achieved without adult intervention.

The staff work with children's preferences and include these in plans that cover all areas of learning. Challenge is provided to extend children's skills. For instance, they are encouraged to cut food themselves and to persevere until they are successful. Also, cutting skills are encouraged for those who have difficulty in doing so. Some children are very confident and consistently initiate conversation with adults. They explore the garden where they pick flowers, seeds and leaves. Children demonstrate sound problem-solving skills by identifying groups of three and five seeds consistently. Staff are focussed on promoting children's learning further and for this reason carry out regular observations. The developmental stage is identified and the next step to promote children's learning is included.

The key worker system works largely to support children in forming relationships with adults. Staff clearly teach children about keeping safe and provide reasons why they must sit properly on chairs. Necessary steps are taken to prevent the spread of infection. For instance, bedding is stored individually in children's bags and washed regularly. Children demonstrate their positive understanding of healthy lifestyles. They ask to be excused from the table to wash hands after meals. All children are taken outside in the fresh air daily. Babies lie contentedly on mats and some children enjoy running around the garden and through the willow tunnel. Others are developing suitable control of small muscle skills through vigorous water painting on the wooden fence. Children are beginning to think critically. When asked why they clean tables after dinner children respond 'because it is messy'. They are encouraged to make healthy choices due to consistent praise for eating balanced meals. Some children are reluctant to eat salads but staff encourage them to try and explain that they make you strong.

Children's independence is promoted positively. They help to tidy away after lunch and they take turns to hand out plates. The staff talk politely to children and they respond appropriately. Furthermore, their social skills are promoted consistently due to reminders to say 'please and thank you' when interacting with their peers. This means that children are learning to treat others with respect. Additionally, they are well-behaved and children concentrate on activities for considerable periods. Activities such as visits to farms and local venues contribute to children developing skills for the future. Additionally, they are competently supported in developing number skills and access programmable toys.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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