

Little Builders Daycare

Inspection report for early years provision

Unique reference number EY388197
Inspection date 22/06/2009
Inspector Angela Dyer

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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).

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

Little Builders Daycare was registered in 2009 and operates from a purpose built and open plan setting which has three designated play areas. The building has a sloped entrance providing easy access. Children also have access to a fully enclosed area for outdoor play. The setting is part of Weoley Castle Nursery School and Children's Centre Governing Bodies extended services. Other services available to the community include: out of school care, a playgroup, stay and play sessions, parenting workshops, a toy library and a wide variety of family support services.

A maximum of 28 children may attend the setting at any one time. There are currently 36 children on roll who are within the early years age range. The setting is also registered on the compulsory part of the Childcare Register, although it only currently provides care for children on the Early Years Register. The setting is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting opens weekdays from 08:00 to 18:00, for 48 weeks of the year.

The setting employs eight staff, of whom five hold an appropriate early years qualification and one is working towards a recognised qualification. The setting also benefits from the input of the children's centre teacher on a part-time basis. The setting is in receipt of nursery education funding and operates using the High/Scope Approach.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for by an enthusiastic and caring staff team who are committed to providing high quality care for children and their families. A welcoming and inclusive environment is provided where children are supported in making good progress in their learning and development. However, opportunities for all children to engage in routine activities are sometimes missed due to children's part-time hours. Children's interests and choices are at the heart of the High/Scope Approach adopted by the setting and their individuality is respected. The setting is led by a motivated management team who have embraced the process of self-evaluation and all staff 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:

- provide further opportunities for children to develop their language for communication, this is specifically in relation to children who have English as an additional language participating in circle time and singing sessions
- review the accident recording procedure, this is in relation to ensuring that sufficient information is recorded in relation to the nature of the injury.

The leadership and management of the early years provision

Staff work well together as a team and have created a welcoming environment for children and their families. All staff have a professional approach to their roles and have a good understanding of the Early Years Foundation Stage and the High/Scope Approach adopted by the setting. The setting operates an effective key person system and children benefit from high levels of individual staff attention. Inclusive practice is promoted and children and parents benefit from the employment of dual language staff. The use of simple sign language, picture symbols and photographs also assists children who may have English as an additional language, or children for whom vocal communication is not yet fully developed. The management team have a clear vision for future practice and involve staff, children and parents in monitoring and evaluating the service to identify strengths and areas for development.

The building is a safe and secure environment where children independently access well-organised and good quality resources. Staffing arrangements are organised to meet the needs of the children and there are robust employment and staff checking procedures in place. Risk of accidental injury is minimised as detailed risk assessments are carried out to ensure that any hazards are promptly identified and minimised. Staff have a clear understanding of the procedures to adopt in the event of an accident or emergency. However, whilst all required documentation is maintained, the accident records do not always contain sufficient information in relation to the nature of the injury. Staff are fully aware of their responsibilities to keep children safe and have a good knowledge of safeguarding procedures, which has been enhanced through attending relevant training.

Staff demonstrate a sound knowledge of children's individual needs, routines and interests, which is enhanced by the information shared by parents on admission at the arranged home visits. Staff fully recognise the importance of working in partnership with parents and keep them informed about their children's progress through informal daily discussions and written diary sheets. A wealth of useful information is also provided to help parents access health and family support services. Parents report how happy they are with the level of care that their children receive and comment on the friendliness of staff and the impact this has had on their children settling and the relationships that have been formed between children, parents and staff. Staff understand the value of working alongside other professionals and arrangements are in place to work in partnership with local businesses, childminders and nurseries to share good practices and support the needs of the families within the community.

The quality and standards of the early years provision

Staff demonstrate a professional knowledge and understanding of how to promote children's learning and development. Staff obtain information, from parents and through observation, in relation to children's starting points enabling them to value and build upon their existing skills. Children benefit from an effective balance of adult-led and child-initiated activities and staff encourage children to pursue their

own interests. During 'small group time', staff provide activities which are planned with children's interests and abilities in mind. Additional resources are then added daily to enhance children's learning and provide them with opportunities to revisit activities and consolidate their learning. Children's attainment and progression is observed and assessed sensitively and accurately by knowledgeable staff and collated in children's individual learning journey records.

Staff offer a wide range of play experiences which enable children to develop new skills, knowledge and have fun. A daily plan-do-review process gives children the opportunity to pursue their own interests, make plans, follow through on them and reflect on their experiences with the support of staff. Babies are content and relaxed as they benefit from the close support and interaction they receive from staff. Heuristic play is popular and babies enjoy exploring resources, including feathers and different tactile materials, within their treasure baskets. All children, including babies, also enjoy being creative through the use of paint, sand and collage materials. Children enjoy the experience of being outside on a daily basis and the use of raincoats and waterproof trousers means that children are able to go outside in all weathers. Whilst outside, children continue activities including sand play, painting and drawing and also get to enjoy more physical activities including bike riding and skittles.

Staff have a calm, clear and consistent approach to managing children's behaviour. A problem-solving approach is adopted by all staff and children are encouraged to become more aware of the impact of their actions on others. Staff fully understand that some children require additional support to enable them to be fully involved in the activities provided. However, opportunities for all children, specifically those with English as an additional language, to participate in language rich activities, including singing sessions and circle time, are limited due to the timing of the activities in relation to children's hours of attendance. Meal times are sociable occasions where children sit down in their groups to enjoy the nutritious meals provided by the local school. Further snacks of fresh fruit are offered during the sessions and fresh drinking water is available throughout the day for children to independently help themselves to.

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? | 2 |
| 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 |

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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