

# Brownhills Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY376991
<b>Inspection date</b>	23/09/2009
<b>Inspector</b>	Sally Ann Smith

<b>Setting address</b>	Brownhills Children's Centre, Great Charles Street, Brownhills, Walsall, WS8 6AE
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<b>Email</b>	
<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**

Brownhills Children's Centre was registered in 2008. It operates from purpose built premises in Brownhills, Walsall. There is a fully enclosed area available for outdoor play.

The setting is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting currently operates a playgroup for children from two years to under five years. The playgroup is open from 9.00am to 11.15am and 12.45pm to 2.45pm during term-time only. There are currently 24 children on roll in the playgroup. The setting operates a flexible crèche facility for children under eight years and a holiday play scheme for children aged from two years to under eight years.

There are four members of staff, all of whom have an early years qualification.

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

Overall the quality of the provision is good.

Children are very settled in their environment and a wide range of stimulating and enjoyable activities are available. Staff have a good knowledge of each child's individual needs which ensures their welfare and learning is promoted well. This is further enhanced through the excellent partnerships that are established with parents, carers, local schools and other professionals to help children reach their full potential and identify any additional support needs. Systems are in place to monitor the setting and target specific areas for improvement through consultation with parents and staff. This contributes towards the setting's self-evaluation which is continuous and ongoing.

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

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

- increase opportunities to develop further children's awareness of languages and writing systems other than English and opportunities to see signs, labels, pictures and posters that take into account children's different home backgrounds and cultures
- develop further the systems for self-evaluation and quality improvement processes as the basis of ongoing internal review

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

The setting continually strives for improvement and has exceptionally high aspirations for the quality of care and learning it provides for children. Practice is regularly evaluated to ensure that staff are focused on meeting the needs of all

children. The manager values staff's contributions and recognises their commitment in ensuring that all children's needs are fully met and practice is of a consistently good standard. Staff receive regular training to update and consolidate their knowledge and understanding of legislation, the Early Years Foundation Stage (EYFS) and current best practice. For example, early communication skills has been identified as an issue after consultation with local schools. As a result, staff have received training in 'Every Child a Talker' in order to help create a developmentally appropriate and supportive environment in which children can enjoy learning language. Regular meetings enable staff to evaluate and reflect on their practice. This information, along with parent consultation, is being used by the manager to complete a self-evaluation of the setting's strengths and priorities for improvement. This is continually being developed and revised.

Staff go to considerable lengths to establish positive partnerships with parents and as a result they are a key strength of the setting. Staff visit parents at home prior to their child starting at the setting to establish their views and opinions regarding their child's learning and development. This enables staff to have an understanding of each child's routine, preferences, likes and dislikes so that the individual needs of children are met. Time is allocated at the beginning of each session for staff and parents to share information and talk about their child's progress. Numerous support and training groups are available to develop parents confidence in dealing with a range of issues such as behaviour management, building self-esteem or cooking healthy meals on a budget. A Peers Early Education Partnership (PEEP) group recognises the crucial role of parents/carers as children's first educators and looks at ways that they can further support children's language, literacy and numeracy skills.

Policies and procedures are effective to ensure children's welfare is promoted. These are made available for parents perusal. In addition, a comprehensive information pack is available outline the setting's aims and providing parents with a clear overview of the EYFS learning and development requirements. Risk assessments are regularly completed and staff are very proactive in taking appropriate action. The accident book is analysed regularly to identify any specific areas of concern and strategies put in place to minimise potential hazards to children. Staff knowledge of safeguarding procedures is excellent and they are familiar with potential signs of abuse and know how to report concerns appropriately.

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

Staff have a very good understanding of the requirements of the EYFS and ensure that these are firmly embedded in daily routines and practice. They have a good understanding of child development and children's differing starting points. This results in children's learning being supported well so that they make good progress towards the early learning goals. Through home visits and good communication with parents and carers, staff know children well and respond to their individual needs so that children can reach their full potential. Planning takes account of the six areas of learning to ensure that each area is given equal focus but is fluid in

order to respond to children's interests. Regular observations are undertaken and used to assess where children are at and targets set by the child's key person to plan for their next steps. Learning journeys track children's progress and take account of parental contributions. Staff ensure that both boys and girls participate in all areas of play and have found this has greatly improved by having a free-flow system between the indoor and outdoor areas.

The play environment is visually attractive and stimulating with children's creative work displayed on the walls. They take delight in showing these to their parents. Photographs and a rolling slide-show on the computer show children engaged in different activities. Children excitedly look at these, smiling and pointing when they see themselves. Resources are easily accessible enabling children to make choices and decisions about their play. Many children enjoy playing in the outdoor environment and this enables them to develop their exploratory and investigative instincts. They assemble and join guttering and pipes for example and tilt them from the fence. They then watch as they pour water and sand, shells or any other item that takes their fancy down the chute. Water play proves very popular as children turn the tap on to fill up various containers which they then move from one area to another. Staff encourage children to make decisions and use their imagination. A play shed has been left empty so that children decide what goes inside and staff will observe to see how this evolves.

Staff engage with the children well, listening intently to what they say. Open-ended questions encourage dialogue and help to develop children's emerging language skills and sentence structure. Children talk about what they are doing and work out solutions for themselves. For example, whilst playing outside, a child recognises that the whiteboard needs cleaning so intuitively goes inside to find a cloth and wets it in the bathroom. However, he then decides to clean the various tables, chairs and surfaces inside until he loses interest. Children are provided with healthy snacks which they help to choose and purchase on their regular visits to the shops. A snack bar system operates so that children eat when they want, therefore ensuring that they can conclude an activity through choice, rather than having to follow a rigid routine. This means that minimum disruption is caused to their play. Children regularly learn about healthy hygiene practices and the benefits of physical activity to promote good health. They learn about healthy hearts, bones and muscles and the benefits of daily fresh air. As a result, access to the outdoor play area is an all year round option, regardless of the weather. All weather suits provide protection against the elements.

Children behave well at all times and are very clear about the boundaries set. Regular praise is given to children resulting in them playing well and developing good relationships with each other and staff. Children play with a variety of resources and read books that reflect cultural diversity and disability. Dual-language books, newspapers in Urdu and the use of Makaton sign language help children to understand that people communicate in different ways. However, signs and labels of different languages and visual aids to reflect how people in the community live are limited. Children have a great deal of fun and are motivated to learn throughout their time at the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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