

# Boni Kidz CIC

Inspection report for early years provision

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**Unique reference number**

EY388583

**Inspection date**

15/09/2009

**Inspector**

Linda Tomkins

**Setting address**

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**Type of setting**

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).

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.

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## Description of the setting

Boni Kidz CIC opened in 2009. It operates from facilities at Boniface Church Hall in the Quinton area of Birmingham and serves the local community. Access to the premises is on ground floor level. The group is open each weekday from 3.15pm to 5.45pm to provide out of school care during school term time only.

The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged from four to eight years may attend the group at any one time, of whom 10 may be in the early years age range. There are currently 18 children aged between four and 10 years on roll. The group supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are two members of staff, both of whom have appropriate Level 3 early years qualifications. The club also uses volunteers and students.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a safe and secure environment where they are able to make satisfactory progress towards the early learning goals through a varied range of activities that interest them. This is an inclusive club where each child is recognised as unique and staff ensure that their individual needs are met. There is an effective working partnership with parents and other providers of the Early Years Foundation Stage (EYFS). Effective procedures are developing to ensure the club reflects on their practice to monitor the care and education of children.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments for the indoor areas and the 'walking bus' clearly state when it was carried out, by whom, date of review and any action taken following review or incident (Documentation).
- 29/09/2009

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

- further develop the arrangements for monitoring and reviewing the activities provided for children to ensure individual progress.

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

The club has appropriate procedures to ensure children are safe and their welfare is promoted, for example, effective recruitment and vetting procedures are in place. The club has systems to ensure that senior staff are qualified and suitable to work with the children and that their continued suitability is monitored. All new staff, students and volunteers undertake an induction programme which includes examination of the policies and procedures of the club. Staff regularly attend training to increase their knowledge and skills.

Risk assessments of the premises have been completed. However, some of the required detail concerning reviewing is not yet included. At present the club do not undertake outings but the children enjoy being collected from the local school each evening and being part of the 'walking bus' which has been risk assessed prior to being undertaken. Daily checks are completed on all parts of the premises that the children come into contact with. Staff have a secure understanding of safeguarding children and of their role and responsibilities in reporting concerns. All required policies and procedures and documentation are kept on the premises and details of the regulatory information regarding children's individual needs. The club implements their policies and procedures to ensure most aspects of children's welfare is protected.

Partnership with parents is good; they value the club and the care that their children receive. They are aware of the activities their children are provided with and receive newsletters every six weeks. During the inspection a parent of a child approached the inspector and said she would 'highly recommend the club to any parents'. Daily verbal communication between staff and parents helps to keep parents informed of their children's care.

The club has procedures for identifying any additional help required for the children and is aware of how to seek appropriate support from other agencies to ensure that each child benefits from a positive experience. A settling-in and admissions procedure means that children settle quickly, because they feel reassured by the staff who create an environment which is warm and accepting of everyone.

The management has a positive attitude to the further development of the club. The self-evaluation and monitoring of practice is under development to eventually show key areas for improvement, for example, planning outings and more detailed activity plans.

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

All children are fully included within the club because staff ensure children are able to access a range of activities and equipment. Children cooperate with each other, sharing resources as they play board games, such as snakes and ladders. Children

choose a variety of writing materials and creative resources to make models, collages and displays. Some children choose to read whilst others do their homework.

Although the premises limit the opportunities for displays of print and numbers, staff use labels and encourage the children to design their own placemats and write prayers for use before their tea. Their technology skills are promoted, as they enjoy using computers and interactive computer programmes. The group celebrates various festivals, look at other cultures and taste different foods from around the world and have equipment which reflects the diversity of society. Children take an active part at the start of the session when they discuss their school day and extend on their school activities. Staff skilfully engage with the children; talking to them, encouraging independence, choice and opinion. Staff are able to describe each child's progress and preferred methods of learning and activity. They work closely with the school and extend on the school's planning. For example, the children learnt about rocket propulsion using balloons and string. They 'charmed' snakes made of tissue and discussed how friction works. However, there is not a formal method of monitoring and evaluating the effectiveness of the activities provided to children to accurately measure children's progress in the Early Years Foundation Stage.

Space within the club is utilised so that children choose where to sit for tea and group discussions. Children are able to move freely between activities but generally tend to work together. Children are taught to adopt a good standard of hygiene. Staff wear aprons to prepare food and are vigilant about hand washing. They check that children wash hands after toileting and before meals. Children help to plan the menus and enjoy healthy food. Tea-time is a sociable time with staff sitting with the children and chatting to them. Although the club does not have access to an outdoor play area staff plan physical activities within the large church hall, such as dancing, basketball and musical activities. Behaviour within the club is generally good, children understand and know what is expected and help to write the displayed rules. Staff manage behaviour in a calm quiet manner and are positive role models. They use innovative methods to gain attention, such as lowering their voice to a whisper and asking the children to put up their hands if they can still hear the staff member. Children treat one another and staff with affection and respect. The skills they enhance through their time in the club help to ensure they are prepared and will contribute to their future economic well-being.

## 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	3
The effectiveness with which the setting promotes equality and diversity	3
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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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