

# Vivian Road Pre-School / Harborne Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	227236
<b>Inspection date</b>	12/02/2010
<b>Inspector</b>	Permjit Tanda
<b>Setting address</b>	St Marys Parish Centre Hall, Vivian Road, Harborne, Birmingham, West Midlands, B17 0DN
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Vivian Road Pre-School and Harborne Kids Club has been registered since 1996. It operates from two rooms within a single storey church hall in the Harborne area of Birmingham. There are local shops and schools and the group serves the local community and surrounding areas.

The pre-school group is registered to care for a maximum of 32 children in the early years age group and the kids school club is registered to care for a maximum of 40 children. There are currently 32 children on roll from two-and-a-half years to five years of age. It is the admission policy of the kids club to allow children up to the age of 11 years to attend. The children attend a variety of sessions. The setting is in receipt of funding for the provision of free early years education to children aged three- and four-years-old. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The group opens five days a week, during the school term. Sessions are from 9.00am until 12.00 noon for the pre-school and 3:20pm until 6.00pm for the after school service. Five staff work with the children at each session. Eleven staff are employed, of whom most hold an appropriate early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Adults good knowledge of the learning and development requirements of the Early Years Foundation Stage Guidance promotes children's learning, social, physical and economic well being. An interesting, well-equipped and welcoming environment successfully reflects children's backgrounds and the wider community. All children are supervised well and kept safe and the written risk assessments are mostly sufficiently detailed. Comprehensive policies and procedures ensure children are protected and safeguarded and most of the staff team have up-to-date understanding of safeguarding issues. Effective partnership with parents and other agencies contributes significantly to ensuring that the needs of all children are well met and they receive any additional support they need. A commitment to provide high quality care and education means the staff team strive for improvement and engage well in an informed reflective practice. Recent changes to the written self-evaluation process means recording systems are developing.

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

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

- ensure all staff have up-to-date understanding of safeguarding issues
- develop further the risk assessments to include anything with which a child

- may come into contact
- develop further the use of the written self-evaluation form as the basis of ongoing internal review.

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

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children. The majority of staff have a secure and good understanding of their role and responsibilities in relation to safeguarding children although, some do not have an up-to-date knowledge of safeguarding issues. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitably qualified and experienced. All records, policies and procedures, required for the safe and efficient management of the service and to meet the needs of all children, are in place and regularly reviewed. A well-motivated staff team supervise children well and give good priority to keeping children safe. Written risk assessments identify areas of the environment that need to be checked and by whom but do not sufficiently detail everything that a child may come in to contact with.

Staff show a strong commitment to promoting the children's learning, development and welfare, through using the requirements and the Early Years Foundation Stage practice guidance to help support their practice. Planned, purposeful play and exploration, with a balance of adult-led and child-led activities, results in children being active and creative learners. All adults are deployed extremely well to support children's learning and welfare. Activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children attending.

The staff team have energy and work well together. They recognise the value of continuous quality improvement through self-evaluation and informed discussion to identify the strengths and priorities for development, that will continue to improve the quality of provision for all children. Systems to record and monitor these areas for improvement have recently changed and, therefore, are in the early stages.

Parents receive detailed information about the early years provision, the curriculum and its policies. They are kept well-informed about the children's achievements and progress. A good settling-in process for children when they first start supports the two-way flow of information, which helps build close relationships with parents. Parents are actively involved in the group through sharing their talents, skills and jobs with the children. This helps strengthen the link with home and the group. Partnerships with other agencies are effectively established to help support children with additional needs.

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

Children are welcomed into a stimulating learning environment, which contributes to children making good progress towards the early learning goals. Children's personal, social and emotional development is fostered well. All children develop close relationships, which are warm and caring. Children develop autonomy and a disposition to learn, as they freely work independently and with their peers and also benefit from adult-led activities. They thoroughly enjoy the routine and show a real sense of belonging as they quickly help to tidy up, prepare for snacks and take care of the environment.

Children's communication, language and literacy is supported well. A wide selection of books are incorporated well in a book area, which children use freely throughout the session. Children develop a fondness for books through regular story sessions. Staff use books well to reinforce learning and to promote the topic and children's interests. Children quickly get ready for whole group sessions where they develop spoken language through sharing conversations. An environment which is rich in print helps children learn that print carries meaning. For example, children use a menu in the role play area and use a flip chart in the writing area. They also learn to value linguistic diversity as they explore Chinese writing and spoken Chinese and Polish.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children engage in a good range of meaningful experiences in which they encounter creatures, people, plants and objects in their natural environment and real-life situations. For example, children observe blossom and create their own blossom trees with twigs and tissue paper. Children show a keen interest in their natural environment as they have been collecting and observing snails and have been planting bulbs and learning to care for them. Children begin to explore why things happen through early scientific concepts, such as mixing paint and considering why things float and sink. Children are introduced to a range of cultures, through books, puzzles, visual aids, tasting foods, dance and dressing up in traditional costumes.

Children's problem-solving, reasoning and numeracy is building well. They seek patterns, make connections, count, sort and match through meaningful and practical experiences. Children learn to measure and weigh through cooking activities and playing with the sand and water. They enjoy a wide range of experiences to express their creativity through experiencing a variety of painting techniques and using a range of art and craft materials. They freely use musical instruments, small world toys and the role play area to increase their imagination.

There are high expectations of behaviour and children develop good habits due to the constant praise and encouragement they receive. Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. Children are provided with fresh fruit, toast and a drink at snack time. They have daily opportunities to engage in a wide range of

physical activities to help increase fitness and physical skills. Children thoroughly enjoy dance and movement and learn to move creatively with their bodies. They successfully develop skills that contribute to their future economic well-being, through making good progress in their communication, language, literacy and problem-solving, reasoning and numeracy skills and through demonstrating an understanding of the wider world through their play and communications.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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

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