

Moor Green Playcare Club Ltd

Inspection report for early years provision

Unique reference number	EY400008
Inspection date	20/05/2010
Inspector	Jackie Nation
Setting address	Moor Green JMI School, Moor Green Lane, Birmingham, B13 8QP.
Telephone number	0121 464 5673
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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).

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

Moor Green Play Care Club was re-registered in 2009 and operates from Moor Green Primary School in the Moseley area of Birmingham. The setting operates from two designated areas within the school. The premises are easily accessible via a ramp. The setting serves children in the local community and surrounding areas. All children share access to an enclosed outdoor play area.

The setting is registered by Ofsted on the Early Years Register and both parts of the Childcare Register. A maximum of 24 children from three to eight years may attend at any one time. Currently there are 36 children on roll, all of whom are within the early years age range.

The setting is open during school term times and offers pre-school sessions from 9.00am to 11.30am and from 12.30pm to 3.00pm. There is an out of school club which operates from 8.00am to 9.00am and from 3.15pm to 6.00pm. The setting receives funding for nursery education. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs five early years practitioners, all of whom hold appropriate early years and childcare qualifications, and one practitioner is qualified to Degree level.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and content in this welcoming provision and make good progress towards the early learning goals. Partnership with parents, carers and other agencies is a key strength and significant in making sure that the needs of all children are very well met, along with any additional support needs. This means that all children make good progress, given their age, ability and starting points. Whilst the self-evaluation is in the early stages the manager and practitioners are clear about the strengths of the setting and areas for improvement to further promote outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further links with other early years providers to ensure a two-way flow of information about children's care, learning and development
- develop further the use self-evaluation systems to focus and identify strengths and priorities for development that will improve the quality of the provision for all children
- review the risk assessment record to ensure all aspects of the setting are

included.

The effectiveness of leadership and management of the early years provision

Safeguarding is given good attention and practitioners are clear about child protection reporting procedures and the possible signs and symptoms of abuse. Vetting procedures are robust and include evidence of Criminal Record Bureau checks being undertaken. The care environment is safe and secure and positive steps are taken to minimise the risks to children, however, the risk assessment record does not include all aspects of the setting. All the required documentation is in place. Recording procedures with regards to medication, accidents and children's attendance records are effective and accurately maintained.

The setting is very welcoming and promotes a child-centred approach which enables children to be self-assured, independent and secure. Children are motivated and interested in the broad range of activities and take responsibility for choosing what they do. Their delightful artwork is displayed well and includes a range of painting, such as self portraits and beautiful flowers. This is an inclusive setting where warm and caring practitioners have a good knowledge of each child's individual needs which enables them to promote all aspects of children's welfare successfully. Children with additional needs and their families are very well supported and all children can access the learning experiences provided equally. Practitioners value linguistic diversity and provide good opportunities for children to develop and use their home language in their play and learning. Whilst the setting have established positive links with the host school, they have yet to establish effective links with other providers of the Early Years Foundation Stage to fully support children's continuity of care and learning.

Children benefit from highly effective partnership with parents. Parents are provided with a comprehensive range of policies and procedures. The setting obtains an accurate picture of the child from their parents prior to admission using an entry profile and keeps clear records which are regularly shared and updated with parents. Daily discussions with parents help to keep them informed about day-to-day events together with a very informative notice board and weekly newsletters. Parents are regularly asked for their views, are invited into the setting to share their skills with the children, and contribute their ideas to future planning. Parents spoken to at the time of the inspection expressed very positive views about the provision and the friendly dedicated team.

Children are cared for by experienced and dedicated practitioners whose ongoing professional development is fostered well through training opportunities. Practitioners are reflective and proactive about making any necessary further improvements to benefit the children they care for. Whilst the setting are in the early stages of completing the self-evaluation form the manager and practitioners have a clear understanding of what they do well and meet regularly as a team to identify areas for improvement. This has a positive impact on improving outcomes for children in all aspects of their welfare, learning and development.

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

Children achieve well and make good progress within the Early Years Foundation Stage. They develop good skills to support their future learning because practitioners have a good knowledge of the learning, development and welfare requirements, and the Early Years Foundation Stage guidance. Practitioners understand how children learn and are skilful in knowing when and how to intervene to enhance children's achievement and enjoyment. Planning and assessment systems are in place to ensure that every child moves on at a pace to suit their individual needs. Children's starting points are recorded and their progress and achievement is detailed in individual profiles which are shared with parents. Activities are well planned, based upon observations, children's interests, ideas and play preferences.

Children's personal, social and emotional development is fostered very well. All children are provided with experiences and support which help them to develop a positive sense of themselves and of others. Children are encouraged to embrace diversity; they use a range of positive images resources and take part in activities to help them develop an understanding of the wider world. Children are encouraged to listen carefully to each other during circle time as they share their news and play the 'name game'. They join in confidently with conversations and express their thoughts and ideas well. Children develop a love of books and enjoy listening to their favourite stories; they sing rhymes with enthusiasm and like to play musical instruments. They access a good variety of resources to enhance their mark-making skills, children like to practise writing their name and draw pictures of their families. Children develop good social skills and like to help with everyday activities, such as serving snacks and tidying away toys. They have good opportunities to be creative and play imaginatively. Children like to make up their own games and involve their peers in their play, they line up chairs across the room and the driver of the car takes the children on a journey. Practitioners effectively support children's problem solving skills through everyday activities, for example, by counting the number of children during circle time and exploring the school to look for shapes and numbers in the environment. Children benefit from daily opportunities for fresh air and exercise. They access the well-equipped outdoor play areas, including the adventure playground and enjoy a very lively exercise session indoors. Children enjoy developing their information, communication and technology skills and use the computer with confidence. They are provided with experiences which help them to understand about living and growing things, for example, they know how to plant seeds, tend to plants and are excited as they observe the chicks in the reception class, describing them as 'gorgeous'. These experiences help children to develop important skills for their future and help prepare them for the transition to school.

Children are secure and develop a sense of belonging at the setting. Good quality interaction and well-organised routines help children to settle. Caring and nurturing relationships with practitioners enables them to form close attachments and feel secure. Children are beginning to understand about keeping themselves safe and this is demonstrated through their play. They move around the indoor and outdoor

areas safely and practitioners are on hand with gentle reminders about how to use equipment in a safe way. Children's behaviour is good and sensitively managed, consequently children behave well and learn to share, take turns and be kind to each other. Fire evacuation procedures are practised regularly with the children and this helps them to understand how to stay safe in an emergency. Very effective systems are in place to support children's welfare needs, including information about individual dietary needs and parents' preferences. Children adopt good hygiene routines and positive steps are taken by practitioners to minimise the risk of cross-infection. Drinks are available throughout the session and after physical activities. Healthy eating is a priority in the setting and children enjoy a range of healthy snacks, including fresh fruit at snack time.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	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

Outcomes for children in the Early Years Foundation Stage	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	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

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