

St. Benedicts Children's Centre

Inspection report for early years provision

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Inspector Kashma Patel

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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

St Benedict's Children's Centre opened in 2009. This Sure Start satellite provision is part of the Small Heath Cluster. It is situated in St Benedict's Infants School, Small Heath, Birmingham. The provision operates from the Community Lodge and the Children's Centre Building. Access is via a flat driveway and ramp into the buildings. There is a fully enclosed play area available for outdoor play which is attached to the Community Lodge.

A maximum of 24 children under eight may attend the Community Lodge at any one time and a maximum of 16 children under eight may attend the Children's Centre building at any one time. All children receive funding for early education. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. The provision is open Monday to Friday 8.00am until 6.00pm all year round.

The setting employs six members of staff to work directly with the children. All of the staff hold an appropriate Level three early years qualification. The setting is supported by a teacher and works with other professionals from education, health, training and employment.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are well supported and promoted in an inclusive environment. They have access to a wide range of play opportunities and activities which promotes their good progress in the six areas of learning. Positive partnerships are in place with parents and other agencies in the local community which supports the nursery team to develop an holistic approach to meeting children's needs. Various systems for self evaluation are in place which ensures the setting is committed to improving outcomes for children.

What steps need to be taken to improve provision further?

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

- improve children's hygiene by ensuring appropriate hand washing routines are in place before snack time
- update policies and procedures to ensure they reflect the current setting.

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted as all staff have a good understanding of safeguarding issues and are clear of their responsibilities to protect children. A safeguarding policy is comprehensive and in line with Local Safeguarding Children

Board guidelines. In addition to this, there are clear and robust recruitment procedures that include Criminal Record Bureau checks and references which ensure all adults working with the children are suitable to do so. Systems are in place to ensure the identity of all visitors is checked and their arrival and departure recorded, which further protects children from persons not vetted. Children learn about being safe as they practice the emergency evacuation plan. In the outdoor area children are aware of safe areas to peddle bikes and where to park them safely when they have finished.

Furniture, equipment and resources are of high quality and are age appropriate to support children's learning and development in all areas. For example, staff use props with stories and songs which enables children to get involved. Children make decisions, such as, which toys they would like to take outside in the playground. Resources are stored at children's levels and on low level shelves to enable them to make choices over their play and learning. Children develop their understanding of other faiths and cultures through a good range of resources which include books, puzzles and dolls. Staff ensure they speak to children in their home language which helps to settle them and gives them a sense of belonging.

Leadership and management of the setting is effective. Systems for evaluation and monitoring the provision are in place. For example, the staff team work productively together to meet the individual needs of every child in the setting. They meet daily to discuss planning, any issues that may have arisen and assess how the planned activities have met the children's needs. Planning methods are also effective and takes into account each child's needs and interests exceptionally well. The setting employs a teacher who supports both children and staff very well. In addition to this she also runs groups for parents, such as, baby massage within the school. The management team has developed good systems to make good use of all in the local area. For example, children attend a local children's centre regularly to use the sensory room. This further promotes an holistic approach to meeting children's needs.

Parents speak highly of the nursery, in particular the good relationships with staff and management. They commented how happy and settled their children are in the nursery. The setting is proactive and has worked well to form good links and relationships with other professional agencies, such as, health and education. This ensures that children with learning difficulties and/or disabilities receive additional support to meet their needs effectively. Staff support children with English as an additional language by talking and reassuring them in their home language.

Documentation, policies and procedures are in place to promote children's welfare. They are accessible by parents to ensure they are kept well informed about the provision. However, some policies do not have the settings name and appear to belong to another nursery. Staff explained that they are part of a satellite of a children's centre, which is located nearby and ideally would like to operate as one provision.

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

Children are well cared for in an environment which is accessible, inclusive and welcoming. This enables children to enjoy their time in the setting and make good progress in their learning and development. Staff ensure they collect information on children's starting points by arranging home visits. This helps to build good partnership with parents and enables staff to collect essential information on children's individual needs and learning styles. Staff have a good knowledge and understanding of the Early Years Foundation Stage. They make regular observations of children which are then used to plan for the next stage in their development. Learning journeys are in place to assess children's progress which cover all six areas of learning with photographic observations and samples of their work.

Children develop their independence as they access the snack area where they help themselves to fruit and drinks. They learn to take turns with the computer by using a sand timer. This promotes their understanding of turn taking whilst sharing resources and enables them to take responsibility for themselves. A writing area ensures children have regular opportunities for mark making. They freely access a wide range of resources, such as, crayons, pencils and sticky tape. Children write for different purposes, for example, they use note pads in the role play dentist area.

A good range of resources help children to develop their understanding of letters and numbers. For example, they recognise prints in their environment and play with sensory letters which they trace around. Children develop their vocabulary as they sing their favourite songs, such as, humpty dumpty and baa baa black sheep. They enjoy taking turns to put humpty on the wall and knock him down. Children's self-esteem and their mother tongue is supported as staff read stories both in English and in the community languages, such as, Punjabi. Messy activities, such as, easel painting, washing dolls and moulding with the play foam promotes children's skills in their creativity and enables them to express their thoughts and feelings. They learn about textures as they put oats in the water and handle objects, such as, shells and fir cones. Children develop their large physical skills as they access the school playground and the community lodge where they use a wide range of wheeled toys, such as, dual bikes and scooters. Small muscle skills develop as children carefully plant seeds and care for them by watering them.

Children learn the importance of personal hygiene as they are encouraged to wash their hands after using the toilet. However, children do not always wash their hands after playing in the garden and before they access the snack bar. As a result, the risk of cross infection is not fully minimised to promote children's health. Staff commented that they have recently started to operate a snack bar system to promote children's choice and independence. Individual bottles of water are made accessible to ensure children remain well hydrated. Children learn about appropriate behaviour through sensitive discussions. For example, staff ensure they allow children time and space to help them understand the importance of

sharing toys. Good behaviour is rewarded with lots of praise and rewards, such as, stickers.

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	1
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

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	3
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