

Alphabets @ Cofton

Inspection report for early years provision

Unique reference number	EY313625
Inspection date	19/07/2010
Inspector	Fiona Robinson

Setting address	Cofton Primary School, Wootton Road, Birmingham, West Midlands, B31 4ST
------------------------	---

Telephone number	0121 477 8409
-------------------------	---------------

Email

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

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

Alphabets @ Cofton is managed by Longbridge Childcare Strategy Group and opened in 2005. The setting offers out of school care for children attending Cofton Primary School. It operates from two rooms within a port-a-cabin on the school site. The setting has the use of the outside area. There is ramped disability access to the building.

There are currently 25 children from four to 11 years on roll. The setting may care for no more than 16 children between four years and under eight years of age at any one time. Children attend for a variety of sessions. The setting supports children with special educational needs/and or disabilities, and those who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The group opens five days a week during school term times. Sessions are from 7.30am to 9.00am and 3.00pm to 6.00pm. The club also offers care during teacher training days and holidays from 7.30am to 5.00pm.

There are three staff who work with the children, all of whom have appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the club and are fully included in a wide range of exciting activities. They are very well-behaved and achieve well. Partnerships with parents and carers and the host school are good, and information is shared effectively. Staff clearly identify strengths and areas for improvement and there is a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in children's activities and in the recording of children's achievements
- develop a sensory area and promote environmental experiences in the outdoor area.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding and child protection issues. Comprehensive policies and procedures are fully implemented to ensure children's safety. Staff have a good knowledge of their role in child protection and are aware

of what action they are required to take if they have any concerns. Risk assessments are carried out regularly to minimise risks and to keep children safe in all activities. The setting is welcoming, secure and safe. There are rigorous collection procedures which are followed by staff and known and understood by parents. Staff are deployed effectively indoors and outdoors to ensure children are well-supervised. There are robust staff recruitment and vetting procedures in place to ensure the suitability of staff working with the children. Fire evacuation procedures are practiced regularly, so that children are familiar with the routine.

Partnerships with parents and carers and the host school are good. Parents receive regular information through discussions, newsletters and the parents' notice board. Staff welcome and value their ideas, expressed through surveys and questionnaires. They discuss how to improve the provision with parents and have a suggestion box into which parents and children can post their ideas. Parents feel that staff are approachable, friendly and caring. Key staff record children's achievements and progress in their individual folders and regularly share the information with parents. There are good links with the host school and information is shared effectively, especially concerning children with special educational needs and/or disabilities. Staff carefully record information in a diary and work hard to ensure the children have a smooth transition to and from school.

The club is well-led and managed. Good self-evaluation systems ensure that improvements have a positive impact on the experiences of those involved in the club. Staff are experienced in caring for children with special educational needs and/or disabilities, and sensitively support these children. Good progress has been made in addressing the recommendations from the previous inspection. In particular, there are robust risk assessments in place and policies and procedures are regularly reviewed and updated. Staff ensure children are fully included in a wide range of activities and actively promote equality and diversity to a very high level. The staff are well-deployed both indoors and outdoors and effective use is made of a good range of resources to meet the needs of the children. Staff meet regularly to discuss planning and assessment. They have a clear idea of the strengths of the club and areas for improvement. Currently, they have identified the need to develop technology in activities and use the digital cameras to record their experiences. They are also developing sensory and environmental experiences in the outdoor area of learning for the children. Staff work well together as a team. They access relevant training courses and work hard to improve their practice. They demonstrate a good commitment to further improvement.

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

There is well-organised play both indoors and outdoors and all children achieve well. Staff value their ideas and include these in the planning and organisation of activities. Key staff regularly monitor the children's achievement and progress in their learning journeys. They use this information well to inform future learning experiences. The children benefit from being cared for in a bright, inclusive environment. They achieve well in their activities.

Children behave very well and interact confidently with staff and their peers. They cooperate well as they play pool and take turns with activities and equipment. Staff act as excellent role models and have high expectations of behaviour. Children learn to take turns and show respect for one another.

Children enjoy physical activities and have valuable opportunities to play outside each day. They have a good understanding of how to keep healthy and stay safe. They enjoy playing football and team games. They build dens and climb on, over, through and under play equipment. They cooperate well when they build a balance trail and carefully walk along this. Children have a range of healthy and nutritious snacks, including fruit, baked beans on toast, breadsticks and a choice of dips. Children enjoy snack times together and use tools safely as they prepare healthy salads and sweet and sour rice balls. They benefit from discussions on keeping healthy and staying safe. Visitors such as the community police keep them well-informed about dangers and hazards in the wider community.

Children are eager to participate in a wide range of exciting activities and behave extremely well. They are consulted about what they want to do at the club. Staff value their ideas and contributions to themes such as 'The World Cup' and 'Holidays' and festivals such as Diwali, Christmas, Eid and the Chinese New Year enrich their experiences. Children are fully included in activities and enjoyed creating a colourful display of flags. Their creative skills are developed well as they paint daffodils and pictures of their homes. They are keen to plant seeds and bulbs in their outdoor environment and watch them grow. Staff are developing their awareness of the environment and they are planning a sensory area as they reorganise the outdoor space. Children enjoy making dens and going on bear hunts after listening to the story 'We're Going on a Bear Hunt'. They show an interest in tabletop games and enjoy playing computer games. However, staff have identified the need to develop technology in the setting, including the use of the digital camera by children to record their experiences. Their independence is actively promoted because resources are easily accessible. They enjoy making Chinese lanterns and cooking Chinese food and Victoria sponges. Overall, children are well prepared for life outside the school day and future learning experiences in this stimulating, creative environment.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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