

Meadow View Tree House

Inspection report for early years provision

Unique reference number

EY292807

Inspection date

09/12/2010

Inspector

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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).

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

Meadow View Tree House has operated under various designations since opening in 2004. The setting is based in Meadow View Primary School but managed by an Advisory Committee which is a sub-committee of the Governing Body of the adjoining Pheasey Park Farm Primary School. The setting makes provision for a maximum of 46 children and provides wrap around care for a pre-school group, a before and after school club and a play scheme during the school holidays. The before and after school club also has access to parts of the school building including the dining area, computer suite and the toilet areas. There is access to an adjoining fully enclosed play area available for outdoor play and to the Meadow View adventure play grounds. The setting is temporarily based in a classroom in the Meadow View Infant and Junior School in the Great Barr area. A new, purpose-built modular building was completed on the same site in October 2010 and awaits registration as the base. The setting serves the local community and children attending the schools. The setting is funded for three and four year olds. Children with special educational needs and/or disabilities and English as an additional language are welcomed. The setting opens five days a week all year round (other than for 2 weeks at Christmas) from 8.00am to 5.30pm. There are usually three staff working with the children, two of whom hold a relevant childcare qualification. The setting works as part of the provision from the Pheasey Park Farm Children's Centre and extra staff are available to support the children should the need arise.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Meadow View Tree House provides a satisfactory quality of care and education for children in the pre-school and for the older ones who attend the before and after school sessions. Children enjoy the range of activities and staff support their needs and ensure that all are fully included in activities and develop their self-confidence and a range of skills. Partnerships with parents and carers and other settings involved in children's care are key strengths of the provision. The provision is managed in an appropriate manner and evaluation of the effectiveness of the provision is beginning to take place. The group has been proactive in their response to recommendations made at the last inspection which demonstrates capacity to improve further.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises,

07/01/2011

environment and equipment)

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

- extend the systems of planning and assessment to promote a greater focus on developing children's communication skills
- extend the checks of planning and provision including to ensure all policies are readily accessible for reference.

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting is satisfactory. The safety and welfare of the children is seen as important and the management team ensure that there are full and careful checks of those who work with the children. All staff are appropriately trained in child protection procedures and to provide first aid and in other key areas that support the children's welfare. In the previous inspection staff were asked to extend risk assessment procedures. These are now conducted regularly but not very rigorously. This has allowed the unsafe storage of equipment including old televisions and other resources in cramped areas where the children move around. This compromises children's safety. Also, while fire evacuation procedures are practised alongside those in school there have been few for the before and after school club.

There are good links with parents and carers so that all of those spoken to during the inspection note how much their children enjoy coming to the sessions. Parents report that the staff know their children well and are pleased that they notice and report to them if anyone is 'under the weather'.

The manager of the Tree House team also leads the Children's Centre from the adjoining school. This ensures there are effective partnerships between the different groups that support smooth transition from one part of the setting to another. Many of the policies are shared which ensures consistency in approach. However, these are not checked regularly and occasionally are not readily accessible. Newly appointed staff from the Children's Centre also help provide teacher support for the Tree House team but there has been limited recent monitoring of the quality of provision. A start has been made to produce formal self-evaluation information for the setting but this is limited.

Staff working with the pre-school children plan activities to provide a range of relevant experiences and carry out observations and assessments of what they can do. However, planning and assessments are not very detailed and do not ensure that there is a really high focus on children's communication skills.

Resources for the different groups of children are appropriate with a reasonable amount of materials, games and equipment available. Younger children enjoy using art materials to produce pictures of Christmas puddings that they like decorating with glitter. In the before school sessions children enjoy using the pool

table and large games where they make lines of four coloured markers. While the temporary accommodation is limited and has no direct access to the outdoors for free-flow activities or toilets within the base, staff overcome these shortcomings in a satisfactory manner. In the previous inspection the setting was asked to extend resources to reflect equality and diversity. This has been improved as seen in the enjoyment of some of the youngest children 'bathing' a range of dolls that reflect different races and cultures.

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

Children enjoy their time in the setting because they are engaged and interested in what is available each day. Younger children make progress in all areas of their learning and personal development and achieve satisfactorily. The curriculum provides a sound balance of child-chosen and adult-led activities. While some of the youngest children have good speaking skills and can talk animatedly about the food they eat at Christmas, others are very quiet and some say little and often nod in response to staff questions. Occasionally staff do not use opportunities to encourage children to repeat the words the adults use and extend their vocabulary further.

Children enjoy story sessions and like joining in repeated phrases of familiar stories including about a 'dark, dark night'. Currently there is limited provision for mark making and developing early writing skills within the base and there is no recent artwork or photos of activities displayed to raise the children's self-esteem or motivate them in their play and learning. The manager indicates that much of the information and work usually displayed has been packed away for the imminent move to new premises but this does not appear to take sufficient account of the children's needs.

Children in the pre-school group are well behaved and most happily share the equipment with others. However, some children in the before school club find it more difficult to share. At times there are minor squabbles and staff have to remind them about taking turns and saying thank you if someone helps them. The older children often choose to play only with those of a similar age and staff miss the opportunities to encourage them to play with those of different ages and interests. Children are reminded how to keep themselves and others safe including for instance when throwing balls from the pool set in the air. The staff work closely with children and their parents to ensure safe routines are implemented by all.

Children in the pre-school learn more about colours, shapes and numbers when rolling play dough to make tree decorations and embellishing their art work. Sometimes they have opportunities to use computers and learn more about the world around them. All children are encouraged to take on responsibilities relevant to their age such as putting away the materials they have used and the older ones check the numbers ready to move from the base to the classrooms. Such activities together with the opportunity to develop their social skills as part of a mixed age group help them prepare for their future in a satisfactory manner.

Children are provided with fresh fruit and milk or water and staff ensure they have the opportunity to play outside and use a range of equipment including in the reception class play area. This helps them develop an understanding of how to lead a healthy lifestyle. While facilities for children to wash their hands are limited to a plastic bowl on a chair staff are vigilant that they do this carefully and remind them how to wash between their fingers to get the paint off.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of Premises and Equipment) 07/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of Premises and Equipment) 07/01/2011