

Baby Gems Playhouse

Inspection report for early years provision

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EY411377

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13/12/2010

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).

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

Baby Gems Playhouse was registered in 2010. The out of school club operates from two rooms in St John's Church Centre and occasionally from an area within St John and St Peter's Church. The setting is situated in the Ladywood area of Birmingham. The premises are easily accessible. The provision serves children and families in the local and surrounding areas. The setting provides before and after school care and holiday care. Sessions are from 7.30am to 9.00am and 3.00pm until 6.00pm each weekday during school term time and from 8.00am until 6.00pm during school holidays. The setting is closed for a week at Christmas and on public holidays.

The out of school club is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 40 children may attend the out of school club at any one time. There are currently six children on roll in the early years age group. Older children aged from over five to 14 years also attend. The out of school club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are seven members of staff, including the provider, who work with the children. All of them have or are working towards a Level 2 or 3 early years qualification. The provider is also a registered childminder and has a Level 3 Playwork qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending the out of school club and the provider and staff are developing appropriate ways to recognise the uniqueness of each child so their individual needs and interests are understood and met. Systems for promoting children's welfare, learning and development are satisfactory. However, weaknesses in staff deployment means that, at times, children are not looked after by first aid qualified staff and some parts of the session lack organisation so activities lack purpose and direction. The provider demonstrates a satisfactory ability to drive and sustain improvements. This includes encouraging feedback from children and their families and supporting staff in developing their confidence and skills in delivering the Early Years Foundation Stage in an out of school club.

What steps need to be taken to improve provision further?

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

- ensure that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current

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paediatric first aid certificate (Safeguarding and promoting children's welfare).

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

- improve the use of observation and assessment to support the planning and provision of enjoyable and challenging learning and development experiences for children attending before and after school to make sure that it complements the education and care in other settings providing the Early Years Foundation Stage for those children
- improve the layout and management of indoor activities to give children scope for free movement and access to well-spread inviting activities
- improve opportunities for parents to contribute information as part of the assessment of their child's starting points and ongoing progress
- improve the organisation of the setting by leading and encouraging a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The out of school club has clear policies, strategies and procedures to ensure children are safeguarded. Parents are given information about the setting's safeguarding role as part of details they receive when their child starts. The provider, as the designated person responsible for safeguarding, understands her role to protect children from harm and knows what to do if she has concerns about a child's welfare. Children are further safeguarded as the provider follows appropriate recruitment, vetting and staff development procedures to ensure adults working with children are suitable and have relevant qualifications and experience. She keeps adequate information about their Criminal Records Bureau checks. The out of school club also obtains all required agreements and information about children and their families before each child starts, so it is clear who has legal contact with them and who has parental responsibility for them.

The leadership and management are satisfactory. Adults are generally deployed effectively so that children are supported and supervised. However, there are times when there is no member of staff with a current first aid qualification either with the children as they come back from school or when they are at the club's premises. The provider and staff are kind, welcoming and keen to promote inclusive practice. Children's choices and interests are often encouraged and aspects of their cultural and family heritage are celebrated, for instance during Black History month. However, inconsistencies in assessment and planning inhibit a clear appraisal of how well the club narrows the achievement gap for different children.

The outcomes for children are improved as the provider is keen to develop the provision. She responds to children's and parents' views about the club and

encourages staff to attend training, for example, on aspects of the Early Years Foundation Stage and play work. The provider has completed a self-evaluation of the club, but staff had limited input and some priorities for improvement were not identified. Staff also lack experience of reflecting on the impact of their practice and activities on children's learning and development. Children benefit from the out of school club's partnership with other providers, parents and carers. Well-established, if informal, exchanges of information with schools children attend help to ensure continuity of care for those children. Parents broadly understand how the club operates as they receive helpful information when their child starts. This includes details of the club's ethos, the staff, a summary of key policies and an outline of sessions. Further information, including current plans, is displayed on a parents' notice board. Parents feel welcomed in the setting and are pleased with the staff's verbal feedback about their child's activities and routines. However, they currently have limited opportunities to contribute to discussions about their child's starting points and ongoing progress.

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

Children are lively and enthusiastic. Their play and learning are supported by adults who have warm relationships with them and often successfully join in their activities. Children know the routines and quickly decide what they want to do. The provider plans suitable activities to cover the Early Years Foundation Stage six areas of learning. However, there are not yet strong links between planning and assessment, which is at an early stage. Whilst the provider has introduced appropriate systems for observation and tracking children's progress there are inconsistencies in identifying their starting points and individual learning priorities. Overall, children are helped to make satisfactory progress and to develop suitable skills for the future. They are sociable, make friends and have positive relationships with each other and adults. Children generally behave well. They listen to and follow staff's requests and know what is expected of them. Children chat easily to one another and to adults and enjoy well-told stories. Children who speak English as an additional language are helped to communicate effectively as staff use visual prompts and key words in the child's home language. Children have opportunities to choose activities and their critical thinking is fostered, for example, during a guessing game before their afternoon meal. Children enjoy using information technology, generally taking turns and working well together as they play different computer games. Drawing and craft activities are popular and children express their ideas creatively and often practise their emergent writing during these. However, some parts of the session are not so well organised which inhibits children's concentration and involvement. For example, although children are physically active and relish football sessions, boxing and games, such as dodge ball, some indoor games lack space and distract other children taking part in adjacent activities. The presentation and layout of other activities such as dressing up and role play are not particularly inviting, which inhibits children's sustained play.

In the main, children's welfare is promoted satisfactorily. Their health, dietary and cultural needs are understood. Staff follow suitable medication procedures.

However, children's well-being is potentially affected if they become unwell or have an accident as there are times when a qualified first aider is not present. Children have some awareness of the importance of a healthy lifestyle. They know why and when they should wash their hands; they enjoy varied snacks and meals, and enjoy regular physical play indoors and outside. Weekly cooking activities are popular. Children are kept safe. The premises are secure and risk assessments and regular checks are used to monitor and address any hazards. Children follow road safety rules when travelling to and from school, help staff to complete some safety checks, and take part in regular evacuation drills.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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	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:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for)(also applies to the voluntary part of the Childcare Register). 03/01/2011

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 compulsory part of the Childcare Register (Welfare of the children being cared for). 03/01/2011