

Blackbirds Fun for Kids

Inspection report for early years provision

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Inspector

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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

Blackbirds Fun for Kids is a privately owned facility which opened in 1997. The setting is situated within the Methodist church hall, in the area of Felpham, Bognor Regis, West Sussex. The premises are shared although the group have sole use of the rooms while sessions are running. The children attending mainly use two large halls, although an additional room for small group work is available. There is an adjacent play park and large open playing fields, which the children use under supervision. Children attend from the nearby and wider community. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision operates from Monday to Friday term time only from 9.00am to 12 noon. There is an optional lunch club until 12.30pm when afternoon sessions are operating on Tuesday, Wednesday and Thursday until 3pm. A maximum of 52 children aged between two and eight years may attend the setting for these sessions. An after school club operates from Monday to Friday from 3.00pm to 6.00pm term time only. A maximum of 26 children aged from four-years-old to eight-years-old may attend the after school club. There are currently 57 children on roll within the pre-school. The setting receives funding for free early education for three and four year olds. Additionally there are 29 children attending the after school club where three are in the early years age group. The provision supports children with special educational needs and/or disabilities and those who speak English as an additional language. The provision employs a total of 13 members of staff within the pre-school and after school club. Of these, ten staff including the manager hold appropriate early years qualifications with three staff working towards appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled within the group and are making good progress towards the early learning goals. The identified next steps in children's development are being implemented within the planning of future activities, and systems are under review for sharing information with parents. Required documentation is in place but not always readily available. The staff work well as a team and are enthusiastic in their work and own professional development. Through systems of evaluation the staff and the provider know areas that need further development and are starting to address these showing they have the capacity to drive improvement within the setting.

What steps need to be taken to improve provision further?

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

- ensure records for risk assessment are easily accessible and available for inspection (Documentation)

18/03/2011

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

- refine systems for observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child

The effectiveness of leadership and management of the early years provision

Effective procedures are in place for identifying any child at risk of harm. Most staff have completed child protection training and have a secure understanding of child protection procedures; the provider takes responsibility in this area, liaising with appropriate agencies. The provider has secure systems in place to ensure that those in contact with children are suitable to do so. Daily checklists are completed to assess the safety of the setting and staff make visual checks of all areas used by children. However risk assessments were not available for inspection and this is a specific legal requirement. Clear procedures are in place for the recording of medication administered to children and any accidents that occur in the setting, these are also evaluated to identify any risks in the setting.

The provider and staff work well as a team and all contribute to the evaluation of the setting and demonstrate reflective practice in their work. The team have recently been focused on the development of next steps within children's development records and are starting to implement these within the planning of activities. The daily reflective diary, weekly discussions and monthly staff meetings are all used to evaluate different aspects of the provision and parents can contribute their thoughts and opinions to staff members verbally. The staff and provider demonstrate an accurate awareness of the strengths and areas for further development within the setting and show they have the ability to drive improvement within the setting.

The resources and staff are deployed effectively to support children's learning. Rotas are organised for staff members to be in the different areas as they develop children's play with good open-ended questioning to encourage children to think about what they are doing. Children make independent choices from the resources on open shelving in addition to those that are made available to them prior to their arrival. The equipment is set up to promote all areas of learning and free flow arrangements promote children's self choice. All equipment is of a good quality and fit for purpose, the environment is conducive to learning, safe and well cared for.

The setting promotes an inclusive environment. Through games and activities children are encouraged to ensure others are included. The staff have a good knowledge of each child's background and support the individual needs of each family. Staff identify a child's needs for additional support as early as possible.

They share information and records with colleagues, parents, and where appropriate, with interagency teams to ensure that each child gets the support they need. The group also liaises with other Early Years providers in the area to share developmental information about the children in their care. There are good links with the local primary school to support a smooth transition for children. General information is shared with parents through the setting's parent pack, notice board of information and newsletters. Sharing books are in place and offer all parents and carers some information about their child's time in the setting. These are used to share details of children settling, achievements and special moments to offer parents an insight in to their child's time in the setting. Parents can look at their child's development record at any time and staff are establishing systems to share the next steps identified for children.

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

All children enter the setting full of energy and enthusiasm and quickly say goodbye to parents and carers. They continue with this energy throughout the morning session as they make choices about their play for the most part and then become actively involved through smaller group work. There is a feeling of familiarity between the children with some firm friendships in place. They interact well with each other and the staff members who join in with their play and monitor all children to ensure they are all included within the setting. The staff offer children a good balance of freely chosen child initiated and adult led play. Small group work towards the end of the session allows all children to become involved in all the groups as they rotate. Group work is based on child inspired ideas, for example as the group is currently looking at toys and focusing on toy animals. Discussions and hands on study of animals in one group, stories in another and physical activities as children mimic the different animals in another, compliment their study. All staff complete observations of children and key persons maintain children's learning journals and identify next steps in children's progression towards the early learning goals. The staff are starting to implement the next steps for individual children within the planning for the group but this is in its infancy and not yet consistently applied.

Children's independence is promoted through routines in the session such as snack time. They understand the need to wash their hands prior to coming to the snack table as staff promote good hygiene practices within the setting. Snacks are varied throughout the week although healthy eating is always promoted. Children serve themselves their snacks and choose their place at the table as they sit with friends and staff for a sociable snack. Lunch club is also sociable as children attending the afternoon session can come in with their lunch. Children have the opportunity to use appropriate tools as they cut up objects from their lunch boxes learning valuable skills; they understand the need to use these tools safely. Children demonstrate throughout the session that they feel comfortable within the setting and with the staff. They show staff members appropriate affection, most have high levels of confidence and are able to sustain their concentration for good lengths of

time.

Children's progress in their communication, language and literacy skills, numeracy and mathematical abilities and skills relating to information technology are developing well. Through resources available and the input from staff children learn new skills to develop these areas of knowledge. For example, through an 'opposites' activity, staff use explanation skilfully to enable children to be successful in using picture cards to link the opposite images. Children use the computer in the setting as they play memory games, navigate around programmes and use both mouse and touch screen controls. Staff use innovative ideas to promote mark making. Sensory resources such as shaving foam interest children who would not usually visit the writing area. Consequently, all children are able to develop their emergent writing. Staff promote writing throughout the provision sharing this with the children, for example, making lists together as children take it in turns to use popular resources. Children behave well throughout the day as they are busy and focused in their play. At group times they join together and listen to each other, enabling everyone to make a positive contribution to the group.

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

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 2 |

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

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| 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 | 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