

Birmingham Community Childrens Centre

Inspection report for early years provision

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Inspection date	13/04/2011
Inspector	ISP Inspection
Setting address	61 Bacchus Road, Winson Green, Birmingham, B18 4QY
Telephone number	0121 507 9500
Email	
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

Birmingham Community Children's Centre Creche and Play scheme opened in 2002 in the Winson Green area of Birmingham. The services have access to a number of ground floor rooms including the large playroom, smaller play room, sensory room and soft ball pool room. The premises are also a base for health visitors, speech therapy, physiotherapy, occupational therapy and a child development centre. The centre is within walking distance of local shops and schools.

A maximum of 30 children may attend the play scheme at any one time. There are currently 15 children on roll who are within the Early Years Foundation Stage age range. The setting is registered on the Early Years Register and compulsory part of the Childcare Register. The setting provides a range of child care services to families, children with disabilities and their siblings. Services provided are integrated and most children have special educational needs and/or disabilities. There are also a number of children who speak English as an additional language.

The play scheme operates for two days during February and October half term. Sessions run from 10.00am until 3.00pm. The creche facility provides child care for parents who are attending courses or meetings at the centre, and respite care for children with special needs. Sessions run every Wednesday from 12.30pm to 2.30pm and from 10.00am to 12.00 noon Tuesday, and Thursday.

The setting employs six members of child care staff who all hold appropriate early years qualifications at Level 3. Additional staff are recruited for the holiday play scheme. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a warm, welcoming and inclusive environment, where children are respected and valued. Children settle well and enjoy a wide range of stimulating activities which enable them to make good progress in their learning, in relation to their starting points. Strong partnerships are in place with parents and there are excellent systems in place to liaise with other carers and professionals. This significantly contribute to the consistency in children's care and development. All policies, procedures and documentation are well implemented, which promotes the welfare and safety of the children. Effective systems are in place to continually monitor the provision to ensure future priorities are identified, to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure children are provided with drinks more frequently and improve

procedures to enable them to access freely.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is well maintained in the setting. Staff have a good understanding of safeguarding issues and are clear on their responsibilities to protect children in their care. A policy is in place which is comprehensive and in line with the Local Safeguarding Children Board guidelines. Reception staff ensure they check the identity of all visitors and record details of arrival and departure times, which protects children from persons who may not be vetted. All staff have suitable checks completed, which include a Criminal Records Bureau check, and evidence of this is held on files which are available for inspection. A detailed risk assessment is in place which covers all areas accessible to children. This is further supported by effective daily written checks to ensure that all potential hazards to children are identified and minimised. The main doors leading to playrooms are key coded, which further promotes children's safety, and are required because there are several other agencies based in the centre.

Children access a wide range of toys and equipment, which is accessible and provides enjoyment and stimulation. Good use is made of the sensory room and the soft play area for physical activity and one to one sessions. There is good support for children with special educational needs and/or disabilities and children who speak English as an additional language. For example, staff work closely with other agencies, such as, the local area Special Educational Needs Co-ordinator and Children's Development Centre, to support children in the setting.

Partnerships with parents are well established and make a strong contribution to children's progress. Staff collect essential information about children's individual needs before they start at the setting, which includes a home visit. This information is then used for future planning. Parents have access to children's learning journals and are kept well informed about their children's progress through daily verbal and written feedback. Parents ensure they get involved in the setting as they organise workshops and fundraise to ensure their children are well supported. Staff further support parents, as they help them to make appropriate referrals to other agencies, and accompany them to medical appointments. Staff work exceptionally well with other settings and agencies. Prior to children starting at the setting they collect vital information about children's individual needs and preferences, in order to best support them. For example, other settings inform staff of the Makaton pictorial cards children use. This helps children to settle and promote their confidence. Both health and education agencies are based at the centre, which staff are able to contact to ensure children are very well supported, and to clarify any issues.

There are several systems in place for self-evaluation which incorporates input from staff, parents and children. For example, parents requested a circle time, which has been put into the daily routine. Both staff and parents attend regular workshops and training to update their knowledge and skills. Several staff have attended training in autism, diabetes and allergy awareness which ensures they

are able to support individual children very well. Previous recommendations with regard to improving safety in the setting have been addressed by higher door handles. Regular staff meetings ensure all staff share the same vision for continuous improvement to benefit all children in their care.

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. Most children attend other services in the centre, which helps staff to collect information on children's individual needs. This helps them to plan a programme of activities and play opportunities which are tailored to suit each child attending the setting. As a result children make good progress towards their individual targets covering all areas of learning. Systems for observation and assessments are effective and help to identify areas where children need further challenge or support.

Children access a wide range of play opportunities which enables them to make good progress in their learning. They access a wide range of books and puzzles which promote their communications skills. Some children use sign language to communicate their needs and preferences. Counting and colour recognition is encouraged through everyday routines and there are lots of quality resources that help children match, sort and recognise shapes. Children take part in group activities where they plant bulbs and water them. They express themselves as they take part in a wide a range of art and craft activities. Children make rabbit masks using a wide range of collage material, which include different colour stones and tissue paper. Children have daily access to the sensory room where they explore different sounds and colours. This is further reinforced in the garden where children use their senses to explore different plants and textures. Children learn about the wider world as they learn about black history and take part in cultural festivals such as Diwali, where they taste different food and listen to Indian music.

Children's good health is well fostered in the setting. They engage in lots of physical activity. Hygiene routines are regularly reinforced through discussion and everyday practice. The setting provides healthy snacks of fresh fruit and vegetables and children bring in their own lunch, which is stored appropriately. Staff provide children with drinks during the session and some children ask when they are thirsty. However, children are not able to access drinks freely which means some children may get thirsty if they do not ask for them. Children display good behaviour because staff provide them with positive role models, encouraging care and consideration for others.

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	1
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

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