

Reameadow Children's Centre

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*.

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Description of the setting

The provision was initially registered as a Community Day Nursery in 2003 and now operates as Reameadow Children's Centre in the Stinchley area of Birmingham. The provision is open each week day from 8am until 6pm. The group offers core hours from 9.30am to 4pm. All children share access to secure, enclosed outside play areas.

The nursery is registered on the Early Years Register. A maximum of 40 children may attend at any one time and there are currently 34 children on roll. The nursery supports children with special educational needs and/or disabilities and those who use English as an additional language.

There are nine members of staff including the manager, all of whom hold appropriate early years qualifications to at least level three. In addition, the manager and deputy manager have both achieved The National Professional Qualification in Integrated Centre Leadership. Five members of staff are employed for domestic duties, including a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are provided with exceptional levels of care and receive motivating learning experiences expertly matched to their individual needs. Practitioners offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which fully meet their personal interests. The provision is led by a highly motivated and extremely enthusiastic management team who embrace the process of self-evaluation. All practitioners and professionals work successfully together as they share a commitment to offering the best possible experiences to children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- helping children to learn about the food chain through planting, growing, gathering, preparing and using different foods.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is awarded the highest priority and excellent adult supervision ensures that children are continually kept safe. Concise policies, procedures and strategies are in place to safeguard children and to protect their welfare. The provision has established clear management responsibilities in relation

to child protection including designating relevant staff. All practitioners know and fully understand safeguarding children issues and how to implement procedures. Excellent systems are in place with regard to risk assessments and exemplary organisation of routines help children to gain a wonderful sense of belonging. Robust vetting and recruitment procedures are implemented and all safeguarding regulations are meticulously met.

Practitioners are passionate, motivated and work as a cohesive team within a happy working environment. There is a strong commitment to ongoing professional development. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during team meetings. Management systems run very smoothly and staff morale is high. Action taken to tackle identified weaknesses is highly effective and this is evident through the dynamic changes that have been made since the last inspection. Practitioners are wholeheartedly committed to raising standards and improving outcomes for children. Staff deployment is exceptional. Practitioners utilise their time exceedingly well and children benefit from superior quality interaction with adults. Practitioners involve the children in all aspects of the daily routine and children flourish. All children, parents and visitors to the provision receive a very warm welcome.

Partnerships in the wider context are very well established and make a strong contribution towards children's achievement and well-being. Excellent links exist with local schools and this ensures that transition is as seamless as possible. Practitioners work very closely with an extensive range of professionals to ensure that the needs of all children are unreservedly met. In addition, the provision dedicates time for getting to know children and their families, fostering delightful relationships and helping to ensure that children settle quickly and feel secure. Engagement with parents and carers is exceptional. Parents are very well informed regarding their children's care and education through informal Coffee Mornings and structured Review Meetings. Parents are actively encouraged to become involved in their child's learning and development, and they readily add comments and observations to the planning boards. Feedback from parents during inspection is extraordinary.

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

Practitioners demonstrate excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An enchanting and very well-equipped environment successfully reflects children's backgrounds and the wider community. Practitioners are expertly deployed to enhance children's learning and welfare, and they are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a brilliant balance of adult-led and child-initiated activities and the routine is flexible to enable them to pursue their own interests. Children make strides in their learning and development. They become absorbed in activities and are involved in active learning for sustained periods of time.

Children engage in an extensive range of stimulating learning experiences. Story-time sessions are exciting and interactive and children use props and puppets as they follow the plot. Children are creative and enjoy making vibrant collages, using paint and manipulating playdough. Sensory play is very popular and children giggle in delight as they handle jelly, cornflour, soil and soggy sand. Children adore imaginary play and regularly transform the role play area into different themes such as a hospital or a school. Children build towers with large wooden blocks, experiment with musical instruments and make dens. They are fascinated with living things, and have fun as they learn about minibeasts and the life-cycle of frogs. Practitioners are currently considering new and innovative ways to promote children's interest in the world around them such as actively involving them in planting and growing activities. This will enhance children's interest in the environment and help to consolidate their knowledge and understanding of healthy lifestyles. Outside play is stimulating and challenging, and children are motivated and energised after a spell outdoors.

Planning is excellent and ensures that children's learning is effective, varied and progressive. Schedules and plans flow with children's needs and practitioners use their time exceedingly well to ensure all children benefit from high quality interaction. Children's learning is meticulously documented and practitioners build up accurate knowledge about each child's individual progress. Practitioners are genuinely interested in what children say and do and readily get down to their level to interact with them. As a result, children are confident and self-assured and enjoy warm, affectionate relationships. Children develop a strong awareness of the wider world as they access an array of resources that are representative of diversity such as dual-language books. Children play and learn in an inviting, happy and child-friendly environment which affords them plenty of space to explore. Learning is unmistakably fun and children regularly come across new and interesting challenges. The management team are dedicated to their roles and create an inclusive atmosphere where children absolutely thrive.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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