

# Birchwood Pre-School & Out of Hours Club

Inspection report for early years provision

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<b>Unique reference number</b>	200516
<b>Inspection date</b>	04/07/2011
<b>Inspector</b>	Janet Keeling
<b>Setting address</b>	Birchwood Primary School Polesworth, Birchwood Avenue, Dordon, Tamworth, Staffordshire, B78 1QU
<b>Telephone number</b>	01827702678
<b>Email</b>	
<b>Type of setting</b>	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**

Birchwood Pre-School and Out of Hours Club registered in 1996. It is privately owned and operates from a self-contained unit located in the grounds of Birchwood Primary School in Dordon, Tamworth. Children have access to an enclosed garden area and to the school playground and playing fields. The setting provides pre-school sessions and before and after school care. The setting serves children and families from the local and surrounding areas.

The setting is open Monday to Friday from 8am to 5.45pm during school term time. A maximum of 48 children from two years to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. Currently there are 143 children on roll, and of these 100 children are within the early years age group. The setting is in receipt of funding for early years education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 13 members of staff who work directly with the children. Of these, eight hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. There are two members of staff currently working towards NVQs at level 3. The setting receives support from the local authority and is an accredited member of the Pre-School Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time at this vibrant, welcoming and child-friendly setting. Staff have an excellent understanding of the Early Years Foundation Stage framework and, as a result, children make outstanding progress in their learning and development. Highly effective partnerships with parents and the host school have been established, ensuring that children's individual needs are fully supported. Practice is inclusive, supporting all children to actively participate in activities which meet their individual interests and developmental needs. The manager and staff work exceptionally well as a team and demonstrate a dedicated approach towards the sustained and continuous improvement of the setting.

## **What steps need to be taken to improve provision further?**

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

- enhancing the two way flow of information with parents by maximising

opportunities to fully engage them in their child's ongoing learning, with particular regard to how they contribute to their child's learning folders.

## **The effectiveness of leadership and management of the early years provision**

Excellent priority is given to safeguarding and protecting children. All staff are fully aware of their child protection responsibilities and designated staff have successfully completed their safeguarding children training. Children's health, safety and well-being are enhanced by the effective maintenance of records and the consistent implementation of policies and procedures. There are rigorous recruitment and vetting procedures in place to check the suitability of staff working with the children. Detailed risk assessments are completed. They cover all aspects of the learning environment and outings, ensuring risks to children are fully minimised. The environment is inspiring, well organised and provides wonderful learning opportunities for all children. Staff are highly skilled, caring and demonstrate an excellent understanding of their roles and responsibilities. They are deployed effectively throughout the sessions to ensure children are supervised safely at all times. Resources and equipment are clearly labelled and allow children easy access.

The manager and staff embrace the process of self-evaluation. They set high standards which are embedded across all areas of practice. Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through planned activities, the use of visual displays and posters, role play equipment and through open discussion between staff and children. Regular staff meetings provide valuable opportunities for staff to raise their views and share good practice. Links with other settings and agencies are excellent. Staff are encouraged to attend further training to extend their own professional development. The setting has highly effective transitional procedures in place to support those children who will be attending school in the autumn term. For example, the reception class teacher from the host school is invited into the setting to get to know the children in their own environment. Children also visit the reception class with their key person, which helps them get to know their new teacher and their new environment.

Partnerships with parents and carers are outstanding. Parents access a wealth of information regarding the group through the use of a parents' notice board, newsletters and parents' meetings. In addition to this there are many beautiful photographs of their children enjoying an array of activities while at the setting which adds to the extremely welcoming environment. Staff demonstrate an exceptional commitment to working in partnership with parents who are warmly welcomed by staff and clearly feel very comfortable within the setting. Staff dedicate time getting to know children and their families. This is achieved through the effective use of the key person system, the offer of a home visit and informal discussions each day. Parents are fully included in the setting and are invited to join the parents' group. Staff routinely involve parents in their child's continuous learning, although, opportunities to engage parents in contributing to their child's learning folders are not always maximised. They value the work of the staff and

expressed very positive views during the inspection. Comments included, 'staff are excellent', 'children engage in a wonderful range of activities' and 'this is a brilliant setting'.

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

Children thrive at this vibrant and inspiring setting. The learning environment is bright, child-friendly and actively supports children's learning and development. Children have excellent opportunities to make choices about their own learning and play and they freely access a wide range of exciting activities and resources. There is an excellent balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. All children are valued and treated with equal concern with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have an exceptional knowledge of children's individual needs as they observe and record information about their learning on a daily basis. Information gained is evaluated and feeds into the weekly planning. Children's learning is meticulously documented in their individual learning folders. They contain both written and photographic information of a child's learning and achievements, and examples of their own work.

Children have fun, are interested in what they are doing and make outstanding progress towards the early learning goals. All children relish an excellent range of first hand learning experiences and have a wealth of opportunities to explore their natural environment. For example, they grow a variety of fruit and vegetables, such as potatoes, radishes, tomatoes, and strawberries. They help to water their crops each day and are excited when they harvest the produce. Children use magnifying glasses to hunt for mini-beasts and to look for hidden treasure as they dig in the soil. They express their ideas creatively through their drawings, art and craft work, role play activities and through a range of media. Children share their ideas confidently as they participate in activities and engage in daily discussions during group time. Resources, such as name cards, displays and labels are used effectively to help children recognise their names and some familiar words. Children relish well-told stories, enjoy looking at books with their friends and use books for reference. In addition they thoroughly enjoy weekly visits to the library where they enjoy story-time with the librarian and choose books.

Children embrace a wide range of outdoor play experiences. For example, they skilfully negotiate the challenges of the climbing frame, confidently pedal bikes and throw and catch balls. They enjoy games on the playing fields in the summer and in the school hall in the winter. They enthusiastically march, do star jumps and wiggle their arms and legs as they complete a warm up session. They laugh and giggle with excitement as they work in teams to complete an obstacle course. Their personal and social development is inspiring. They participate eagerly in activities, showing good skills of concentration and perseverance and the ability to work well individually and in groups. Children learn to respect each other and show sensitivity towards people's cultures and beliefs. They thoroughly enjoy music,

singing and action rhymes. For example, there is great excitement as the children tunefully sing 'Humpty Dumpty'. Children's understanding of the wider world is extended through visits to places, such as Twycross Zoo and Pooley Country Park. Children attending the out of school sessions also enjoy a wide range of activities, such as cooking, art and crafts, team games, outdoor play and a range of board games.

Children are actively and consistently praised by staff for their efforts and achievements and as a result their confidence and self-esteem are carefully fostered. They are polite, well mannered and exceptionally well behaved. They have learned the simple rules of working and playing happily with others. Children develop an understanding of the wider world as they access a range of resources that are representative of diversity and also celebrate cultural festivals throughout the year. They have an excellent understanding of personal hygiene and develop good habits, such as hand washing before snacks and meals. They develop a significant understanding of healthy eating through topic work, ongoing discussion with staff and through accessing healthy snacks each day. Children have excellent opportunities to take responsibility for their own safety by playing in a safe and supportive environment. They understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely while playing. Overall, children successfully demonstrate that they are acquiring excellent skills that will help and support them in the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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