

Stay & Play @ Story Wood Children's Centre

Inspection report for early years provision

Unique reference number	EY347776
Inspection date	28/09/2011
Inspector	Fiona Robinson

Setting address	Perry Common Junior & Infant School, Hastings Road, BIRMINGHAM, B23 5AJ
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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.

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Description of the setting

Stay & Play @ Story Wood Children's Centre was registered in 2005. It operates from a separate building in the grounds of Perry Common Junior and Infant School, in Birmingham. All children have access to a safe and secure outdoor play area.

It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language. A maximum of 22 children aged from birth to under five years may attend at any one time. Currently there are 100 children on roll, all of whom are in the early years age group. The setting is open each weekday from 9am to 5pm during the school term. During holidays the setting offers out of school care from 9am to 3pm. It serves families and children in the local community and surrounding area. Children attend for a variety of the sessions on offer.

There are seven members of staff who work with the children, all of whom hold a National Vocational Qualification (NVQ) at level 3 or the equivalent. One member of staff has Early Years Professional status, a Foundation Degree (Hons) in Early Years, and a NVQ at level 4. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well-behaved and respond well to the care and support they are given. They have fun and are included in a developing range of activities. Excellent partnerships with parents and carers, the children's centre, the host school and outside agencies ensure children's individual needs are met. The manager and staff have a good awareness of the setting's strengths and areas for improvement. They demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children to use a wider range of information and communication technology in activities to further extend their learning
- develop more problem solving and sensory experiences in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well because staff have a good understanding of safeguarding issues and their role in child protection. They regularly carry out risk assessments to minimise danger and staff are deployed effectively to ensure

children are fully supervised. Comprehensive policies and procedures are regularly reviewed and fully implemented. There are robust procedures for staff recruitment and vetting to ensure the suitability of the adults working with the children. Collection procedures are rigorous and followed carefully by staff and parents. Fire evacuation procedures are practised regularly to familiarise children with the routine. Children have access to well-maintained resources and equipment.

The setting is well-led and managed. There are good self-evaluation systems in place and the manager and staff value the views of parents and children. They meet regularly to discuss planning, assessment and areas for improvement. Good progress has been made in addressing the recommendations of the previous inspection. Staff rigorously monitor the children's achievement and progress and use this information effectively to plan the children's next steps in learning. There are clear plans in place for future improvements, and staff are very motivated to improve the quality of the provision even further. Staff make effective use of a good range of resources to meet most of the needs of the children at the setting. However, resources such as the digital camera and computer are not fully utilised, which impacts on the development of the children's information and communication technology skills. There is good promotion of equality and diversity in activities. Staff ensure that children are integrated into activities and show very good care and sensitivity to those with special educational needs and/or disabilities. They set realistic and challenging targets for all of the children. Staff work hard to build on their own existing qualifications and experiences.

Partnerships with parents and carers are outstanding. They receive excellent information about special activities, the holiday sessions and fundraising activities via regular newsletters, informal discussions, the parents' notice board and the website. Key staff keep parents and carers extremely well-informed of their children's achievements and progress. They value the parents' involvement in their babies, toddlers and children's play and routinely include their evaluations in the planning. Parents and carers say the staff create a safe, happy and caring place for the children to flourish in. They are appreciative of the learning journeys and profiles which are shared with them regularly. Parents and carers receive regular questionnaires which invite them to comment on the provision. There are excellent links with the host school and staff liaise regularly with the Early Years Foundation Stage staff. This is because the children's centre actually liaises with 4 local schools in the area. Information is shared very effectively to ensure children experience a smooth transition into full-time education, including those with special educational needs and/or disabilities, and those who speak English as an additional language. There are excellent links with the children's centre and outside agencies, who provide excellent support for the children.

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

Activities are well-planned and children achieve well in all areas of learning. Babies, toddlers and children are included equally in play activities in an enjoyable and stimulating environment. Their views are valued and included into the planning and organisation of activities and resources. Themes, such as All About Me and

Autumn enrich their experiences. Children behave well and quickly settle to their activities. Toddlers are given simple but clear explanations they can relate to. Staff have high expectations and are very good role models with a consistent approach to managing behaviour. Children share their resources sensibly with one another at the setting. Staff and parents actively promote their independence as they get older and encourage them to choose their own activities. Festivals, such as Eid, Hanukkah, Diwali, Christmas and the Chinese New Year enrich their experiences and give the children a good appreciation of other lifestyles, cultures, customs and food. Children visit the local library and learn to appreciate their own community as the setting runs a weekly group there and encourages the children to take out books.

Children have a good understanding of keeping themselves healthy and safe. They are encouraged to make healthy decisions at snack time and learn about the importance of exercise and nutrition. Children learn to use equipment safely as they prepare fruit kebabs and gingerbread. Physical skills are developed well. Babies and toddlers practise crawling and handling materials in the sensory room. Older children develop their physical skills well as they run, climb, balance on apparatus and ride pedalled vehicles. The children enjoy going on walks to Story Wood and the school playing field. They have a good understanding of keeping themselves and others safe. For example, they know the correct way to handle and tidy away their equipment. They also benefit from talks on fire and road safety from a range of professionals.

Children are keen to participate in a wide range of interesting activities and make good progress. Their communication, language and literacy skills are developing well. They enjoy listening to stories and then re-enacting them. They tunefully sing songs, such as 'Ten Green Bottles'. Their creative skills are developed well as they paint their own self-portraits and create colourful glitter patterns and collages. Children are encouraged to use their imaginations well as they make dens in Story Wood. They enjoy mark making in foam, glitter, beans and pulses. Babies and toddlers enjoy exploring the texture of shells and pebbles they select from the treasure baskets. Children enjoy role play in their toy house and play harmoniously with each other. Overall, children build effectively on their learning in the setting and are prepared well for future learning experiences.

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	1

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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