

Birchfield Children's Centre

Inspection report for early years provision

Unique reference number	EY262366
Inspection date	24/10/2011
Inspector	Kashma Patel

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Type of setting	Childcare - Non-Domestic

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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

Birchfield Community Day Nursery opened in 1970 and registered with Ofsted in 2003. It operates from a purpose built nursery building in the Handsworth area of Birmingham. The nursery became a children's centre in July 2007. The nursery serves children in the local community and surrounding areas. All children share access to a secure enclosed outdoor play area.

A maximum of 48 children aged from birth to five years may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm all year round, except for bank holidays. Children attend a variety of sessions.

There are currently 38 children on roll. Of these 17 receive funding for nursery education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 15 members of staff employed at the setting, all of whom hold appropriate early years qualifications. The nursery receives support from the Early Years Teacher Advisor and the Birmingham Local Authority early years service.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and well settled in the nursery, where they form strong relationships with staff. Children engage in a wide selection of activities which enable them to make satisfactory progress in the six areas of learning. However, some learning opportunities do not offer sufficient challenge for some children. Daily verbal and written communication ensures that partnerships with parents are effective and supports children's learning and development. Most of the legally required documentation is in place and reviewed regularly, however the record of risk assessment was not available and omissions on children's attendance records does not promote their safety. There are some systems for self evaluation;, although these are not rigorous enough to fully promote ongoing improvement.

What steps need to be taken to improve provision further?

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

- ensure a daily record of the names of the children looked after on the premises includes their hours of attendance (Documentation) 08/11/2011
- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 08/11/2011

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

- provide further opportunities for children to develop and use their home language in their play and learning in order to value linguistic diversity
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other
- provide different learning opportunities for individual children who may need more challenge to ensure they reach their full potential.

The effectiveness of leadership and management of the early years provision

Children's safety is adequately promoted due to staff's suitable understanding of safeguarding issues and they are clear on their responsibilities to protect children in their care. A child protection policy is in place which includes allegations against staff. There are some effective systems in place to promote children's safety. For example, all visitors are requested to sign in and out and their identity is checked. Further to this, the main doors leading to the playrooms can only be accessed with a key fob which protects children from persons who have not been vetted.

The majority of the legally required documentation is in place. However, the setting does not record the actual times of children's attendance which compromises their safety. Staff remind parents to sign their children in and out, but on some occasions parents fail to record the times of their children's attendance. Staff carry out suitable checks in their playrooms and the garden using a tick list. Some hazards such as the damaged wooden fence panels have been identified, but other hazards such as broken toys and equipment have not been made inaccessible to children in the outdoor area. In addition, the record of the risk assessment was not available for further inspection.

Staff set out the playrooms with a good selection of toys and activities before children arrive. There are a good range of resources which children are able to freely access which promotes their learning and independence. Toy boxes are easily accessible with pictorial labels to enable children to make choices. A good selection of dual-language books and resources are accessible to help to support children's awareness of different cultures. Staff have a suitable knowledge of the different festivals and religions. They ask parents for information about additional languages children may hear at home, but do not consistently use this information to support children in the setting. Staff work well with other agencies such as an educational psychologist and speech and language services to support children special educational needs and/or disabilities. They attend regular reviews and case conferences which enable them to support both children and parents.

Good partnerships are in place with parents who receive daily verbal and written

information on their children's care and learning. Staff plan regular key worker sessions to support both children and parents. Recent topics included weaning, oral health and healthy eating. In addition, staff also hold quarterly reviews on all children which ensures parents are kept well informed of their children's ongoing progress. Parents commented that their children were happy and had settled well in the nursery. Staff support children well in the transition period to schools through discussions and by sending information on children's development to schools. However, effective links have not been established to ensure consistency in children's learning who attend other settings who deliver the Early Years Foundation Stage.

Staff have a suitable awareness of the importance of self evaluation, however systems are not rigorous to fully identify and make improvements. Staff send out questionnaires to collect parents' and children's views but this is not done frequently. Management also collect staff's views, but this information is not always used effectively to help improve outcomes for children.

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. There is a good range of both of adult-led and child-initiated activities which enable children to make satisfactory progress in the six areas of learning. Staff have a suitable knowledge of children's individual preferences, but they do not consistently use this information to provide sufficient challenge for more able children. Staff plan suitable activities but do not adapt them to different levels of ability. As a result, some children lack interest and stimulation which impacts on their progress towards their learning.

Children have some good opportunities to promote their independence. They select from a wide range of toys and develop good self-help skills as they put their coats and gloves on for outdoor play. There are some opportunities in place to help children recognise their names. At registration children find their name cards and placemats at lunch time. A designated writing area is available for children to make marks. More able children are able to form recognisable letters from their names. Children have good opportunities to learn about numbers. They count and weigh small objects, and also sort and compare into size and colour. Children access a suitable range of messy activities such as water, sand and paint which enables them to express their feelings. Younger children play with a good range of toys and equipment which makes sounds and lights up, whilst older children access a suitable range of equipment such as cameras, calculators and the computer to develop skills for the future. Children have daily opportunities to develop their physical skills. Staff provide appropriate equipment for younger children to help them stand up and walk, which promotes their development. Older children use a good range of equipment such as bikes, scooters and cars with skill and confidence.

Frequent praise and encouragement enables children to develop their self-esteem and confidence. Children listen well to instructions and play well together as they

share and take turns with toys. Children learn to be safe as they tidy away toys and inform staff of any broken toys. They learn about road safety through discussions and whilst outings into the community. Children have a satisfactory range of opportunities to learn about different cultures and lifestyles as they access toys and resources and take part in some festivals.

Children enjoy a good range of healthy and nutritious meals which are freshly prepared on the premises. Staff are fully aware of children's individual dietary and cultural requirements which ensures their welfare is well promoted. Children are able to freely access fresh water via the water dispenser when they are thirsty. Children's health and hygiene is well promoted through a good range of routines which include regular hand washing. Staff ensure children use liquid soap and paper towels to help reduce the risk of cross infection and also use an anti-bacterial gel inbetween hand washing. There are good procedures for nappy changing and disposal which promotes younger children's health. Staff ensure they wear protective clothing such as aprons and gloves to help minimise the risk of infection.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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