

Precious People

Inspection report for early years provision

Unique reference number EY264905
Inspection date 17/11/2011
Inspector Susan Rogers

Setting address Birches Green Infants, Birches Green Road, Erdington,
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Precious People was registered in 2003 and is one of two settings run by the same private provider. It operates from Birches Green Infant School in Erdington, Birmingham and serves children who attend Birches Green Infant and Junior Schools. Children have access to an outdoor play area, which is enclosed.

The setting opens Monday to Friday during the school term, from 8am until 8.50am and from 3.15pm until 5.30pm. Children attend for a variety of sessions. A maximum of 40 children aged between three and eight years may attend at any one time. Currently there are 57 children on roll, eight of whom are in the early years age range and 25 of whom are under eight years of age. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. Of these, five hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2 and is working towards a NVQ at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A wide range of activities provide good learning opportunities for children in this well-resourced and friendly out of school provision. Staff are skilled and conscientious and confidently support children's individual learning needs. Policies and procedures are well-presented, regularly reviewed and are effective in ensuring children's needs are protected. Staff and management team work with commitment and enthusiasm to ensure that each child receives varied activities and learning opportunities. The system that measures the effectiveness of the setting is developing and demonstrates that the setting has a good capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion so as to better identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are well-safeguarded as there are effective policies and procedures in place to reassure parents of the setting's duty of care in respect of child protection concerns. Access to safeguarding training ensures that all staff are aware of the known indicators of abuse and neglect and understand their responsibilities. Parents and children feel safe and secure with the staff, who are all qualified and experienced and have undergone a thorough recruitment and selection process. Staff are further supported by the management, who ensure they access a range of training opportunities to extend their skills, expertise and professional qualifications. This results in a knowledgeable staff group who have a good understanding of their roles and responsibilities. All of the required policies and procedures are in place and are accessible to parents. The safety and welfare of the children is assured through the careful attention given to conducting risk assessments that are enhanced through regular check lists. Potential hazards are identified and the risks minimised to enhance children's enjoyment of their environment. Children wear high visibility jackets during the session so they are easily identified. This promotes children's feeling of safety.

Resources are plentiful and varied at each session so that children are offered wide ranging learning opportunities. Outdoor play is continually available, allowing children to use more challenging equipment and to extend their physical skills. Staff delegation throughout the premises is effective. They supervise children as they walk to the toilets and support children throughout all aspects of their activities.

The evaluation of the effectiveness of the provision is ongoing and is documented. Questionnaires and discussions are used to gain parents' opinions. Staff opinions are sought through discussions but are not fully consolidated as staff are not aware of the resulting outcome and documentation. Staff work well with outside agencies and are resourceful as they access support that enhances the care provided for children's individual needs. Partnerships with parents and carers are good, and staff have worked hard to build meaningful relationships with them. Effective strategies are used so that children have a strong awareness of the needs of others, behave responsibly and with consideration.

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

Children settle happily as they confidently approach their learning and play. They are supported by knowledgeable staff, who are sensitive and considerate to their individual needs. Younger children have their progress documented in learning journeys that are accessible to their parents. These help staff plan for children's individual progress and exchange details of their learning preferences with school staff as children are collected from the school setting. Transitions, therefore, are smooth and effective as there are positive partnerships with both the schools and

parents. Children learn about the needs of others as they are encouraged to consider each other while they play. This results in children forging strong friendships with others. Trusting relationships with staff promote children's feelings of safety.

Craft activities are very popular at this setting and children relax and chat to each other and staff as they create musical shakers using a range of tools that promote their manipulative skills. They enjoy learning new dance moves as staff join in with this activity, encouraging children to feel positive and confident about their physical abilities. Their physical skills are extended as they use the outdoor area, devising their own games using hoops and balls. Some of the older children enjoy a game of football and younger children demonstrate their expertise in problem solving and calculation as they throw balls into hoops. Staff support children's activities throughout the sessions, as they are truly committed to promoting positive play experiences. There are opportunities for children to develop their imaginations, as they use dolls and pushchairs. These activities promote their friendships with each other and their communication skills. All children can use the homework area to extend the work they complete in school. Abundant resources and play materials ensure that activities are changed regularly, providing varied learning experiences. These resources encourage children's awareness of their wider community. The setting celebrates Black History month where children contribute towards displays, encouraging an awareness of their own heritage and their community.

Children's different nutritional needs are well considered when snacks and drinks are provided. Children learn about the importance of a balanced diet and exercise and they enjoy traditional, nutritious snacks which they prefer. Children also have ready access to water and fruit squash during the session. They have a good understanding of their own and other's safety, due to topic work and because staff are always on hand to offer guidance and explanations.

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	2
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