

# The Branch (St Philip's Project)

Inspection report for early years provision

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<b>Unique reference number</b>	255205
<b>Inspection date</b>	13/02/2012
<b>Inspector</b>	Jacqueline Nation

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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Branch (St Philip's Project) opened in 2003. It operates from a converted house, which is shared with staff, who run various projects. The whole of the premises is used for after school sessions and holiday club. It is situated near to West Bromwich town centre and serves children, who live in the local area. There is a fully enclosed garden available for outdoor play.

The provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting is registered to provide care for a maximum of 16 children under eight years. The setting offers places to children aged up to 11 years. Currently, there are 34 on roll, of whom 14 are in the early years age range. The provision is open five days a week, during school term times. Sessions are from 3.30pm until 6pm. During school holiday, opening hours are 8am until 6pm. Children attend a variety of sessions.

The setting employs four staff to work with the children, all of whom hold appropriate early years qualifications. 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 enjoy their time at this lively, friendly club because they feel safe and appreciated. Practitioners have a good understanding of the Early Years Foundation Stage and consequently, children make good progress in their learning and development. Caring practitioners engage positively with children and make sure all children are involved and treated equally. Partnerships between parents, local agencies and other providers work well to ensure children's needs are met and their protection assured. The setting's vision for future development is focused, in order to improve experiences for children, although, the self-evaluation process is in the early stages.

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

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

- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis (Suitable premises, environment and equipment). (this also applies to both parts of the Childcare Register)

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

- 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.

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

Children's welfare is safeguarded effectively. Practitioners have completed safeguarding training and have a good understanding of their duty to work in partnership with other agencies, in order to protect children. All practitioners are subject to sound vetting procedures to ensure they are suitable to look after children. This includes systems to check their ongoing suitability. Good attention is given to most aspects of health and safety, and children are cared for in a secure environment. While risk assessments and safety checks are undertaken, the records are not sufficiently robust or identify all aspects of the premises that need to be checked on a regular basis. Regular fire drills with children ensure their prompt responses and any issues are recorded and discussed with the children to ensure they keep themselves safe. All of the required documentation is in place for the safe and efficient management of the provision and includes systems to record children's attendance, accidents and medication. Comprehensive policies and procedures are available and accessible to parents, ensuring that they are fully aware of how their children will be protected.

Practitioners are clear about their roles and responsibilities and act as positive role models, ensuring that children play in a welcoming and friendly environment. They work well together to ensure all children are included and have the opportunity to achieve, as well as they can. Practitioners support children's learning and development through systems to observe, assess and plan activities based on children's interests and ideas. Children's progress in the Early Years Foundation Stage is recorded and this information is shared with parents. The setting has effective links with other early years providers, such as local schools and this helps promote continuity of care and learning. Resources are accessible for children to self-select and they are confident in asking for support or additional resources they may need to extend their play. This is an inclusive setting, where practitioners help develop children's understanding of the society they live in. Children take part in planned activities and have discussions about different foods, cultures and festivals. Respect for everyone is depicted through a range of posters. A range of photographs show children's involvement and achievements in the setting.

Partnership with parents and carers is good. They are encouraged to share what they know about their child before they start to ensure practitioners have a good knowledge of each child's background and needs. Parents are welcomed into the setting and there are opportunities each day for informal discussions about their child's achievements, well-being and development.

Regular meetings, appraisals, training and development opportunities, support practitioners in their role. Evaluation procedures are in their early stages. However, the setting have completed and been accredited with a quality award, demonstrating their commitment to continuous improvement. The management

team, practitioners and children are currently working on a project to improve the outdoor play space. Children are fully included in this process and share their views and opinions about how the outdoor space could be organised and resourced. The recommendations raised at the last inspection have been effectively implemented. This improves outcomes for children's safety, well-being and further promotes an inclusive environment.

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

Children enjoy attending this happy and friendly setting. A broad range of activities, experiences and daily routines support children in making good progress in their learning and development. Practitioners have a good knowledge and understanding of the Early Years Foundation Stage. The play policy is based on the playwork principles. The practitioner's aim is to support and facilitate the play process. This is evident as children move around freely and safely and benefit from being able to initiate their own play. Children contribute to planning their own activities and as a result, they enjoy their time at the setting. Practitioner interaction with the children is good. They have a warm rapport with the children and involve themselves in their play. Practitioners are skilled in applying a suitable balance of intervention and encourage children to think for themselves and develop their imagination and creativity.

Children behave very well, they are encouraged to be polite, show consideration and have respect for one another. Any challenging behaviour is quickly and sensitively dealt with by practitioners. Children are lively and like being active, they dance and sing while playing interactive games and enjoy playing hide and seek. There are times during the day when children play quiet games together, for example, after lunch they sit together and play bingo. Older children help the younger children to play the game and recognise the numbers on their cards. All children really enjoy making up their own games, for example, in the role play kitchen or using the resources in the dressing-up box. Children enjoy sitting together designing and making cards for Valentines and proudly show their creations. During the activity, they talk about different colours, write their messages and talk about 'big' and 'little' hearts. There is a comfy book area where young children like to look at books, listen to stories, sing rhymes and draw pictures on chalk boards. Problem solving skills are evident as children work together with practitioners to construct a tent. They offer solutions about what would work best. They consider how many people they can fit inside the tent and then pretend to sleep in the tent with their friends. Children play board games, complete puzzles and enjoy building models using construction bricks and cardboard boxes. They competently use computers and other technological resources. Children have opportunities to play outside in the garden and enjoy trips to the cinema and bowling alley. They are progressing well within all areas of learning and are developing good skills to support their future learning.

Children's health and well-being are well considered and supported by effective documentation and training, such as first aid and food hygiene. Children develop a

positive approach to adopting healthy lifestyles and hand washing is encouraged before snacks and meals to help children develop good hygiene habits. In the holiday club, children bring a packed lunch prepared at home and after school, the setting provides a variety of snacks and meals to meet their individual needs. Drinking water is available throughout the session to ensure children remain hydrated. Children show a strong sense of belonging and security within the setting. A happy family atmosphere is created at lunch time because children and practitioners sit together and they socialise well. Children are developing an awareness of their own safety and well-being through discussions. For example, they are reminded about the safe use equipment during their play and practitioners talk about road safety and stranger danger.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 27/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 27/02/2012