

Alphabets @ Frankley Plus

Inspection report for early years provision

Unique reference number EY339956
Inspection date 12/03/2012
Inspector Jacqueline Nation

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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

Alphabets @ Frankley Plus was registered in 2006 and is one of seven childcare settings operated by the Longbridge Childcare Strategy Group. The nursery operates from a playroom which is sited within the purpose-built children's centre. The provision uses a multi-agency approach to support children and their families in the Frankley area of Birmingham. The nursery playroom is easily accessible and there is a fully enclosed area available for outdoor play.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is registered for a maximum of 24 children from three years to under eight years at any one time. There are currently 41 children on roll, of whom 29 are within the Early Years Foundation Stage. The nursery opens every weekday for 48 weeks of the year. Opening times are 7.30am until 6pm. Children are able to receive funding for nursery education. The setting also offers care to children before and after school. The setting supports children with special educational needs and/or disabilities and is able to support children who speak English as an additional language. Children attend for a variety of sessions and come from the local area.

There are seven members of staff employed in the nursery. All staff are qualified to level 3 and two staff hold higher levels of qualifications, including a Foundation Degree and a Degree in Early Years Studies. The nursery receives support from staff based in the children's centre, the local authority and has partnership arrangements in place with other Early Years Foundation Stage providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are eager to attend this welcoming and nurturing setting and make good progress in their learning and development within the Early Years Foundation Stage. They are supported by experienced, enthusiastic and well-qualified practitioners. Inclusion is given good priority and practitioners recognise and value the uniqueness of each child. Effective partnerships between parents, providers and other agencies ensure children's individual needs are met and their protection is assured. Planning, assessment and evaluation procedures are generally well-documented and demonstrate a commitment to future improvement.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of children's admission to the provision, to seek emergency medical advice or treatment (Safeguarding
- 25/03/2012

and promoting children's welfare).

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

- develop further the use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- review the use of resources in the outdoor area by fully exploiting the equipment available for water play and mark-making activities.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding and protecting children. There is a comprehensive awareness of safeguarding issues among practitioners and the procedures to follow in the event of a concern. The setting has established clear management responsibilities in relation to child protection, including relevant designated staff. Practitioners demonstrate a good level of commitment to promoting children's safety and well-being. This includes robust recruitment and vetting procedures and secure systems for confirming practitioner's ongoing suitability. Comprehensive risk assessments are in place, and policies and practices are regularly monitored and evaluated to ensure they are effective. Practitioners are vigilant about arrival and collection procedures and good security precautions contribute towards children's safety. Most of the required documentation is in place and organised to ensure confidentiality. However, the setting has not obtained written parental permission at the time of children's admission to the provision to seek emergency medical advice or treatment. This is a breach of a specific legal requirement and has the potential to impact on children's welfare.

Inclusion is given good attention and well-established multi-agency links provide access to specialist knowledge, skills and resources. This enables the successful inclusion of children with specific needs. Practitioners liaise closely with parents, other professionals and outside agencies to ensure each child gets the support they need at an early stage to achieve their full potential. Children's continuity of care and learning is fostered well as the setting develops links with local nurseries, schools and other providers of the Early Years Foundation Stage to support each child's smooth transition. The nursery promotes a child-centred approach which enables children to be self-assured, independent and secure. Children are encouraged to embrace diversity, learn about the wider community and respect others through planned activities. They develop their knowledge about other festivals, celebrations and traditions in a meaningful way. Practitioners make good use of the space available and toys and resources are easily accessible to children, together with good access to outdoor play.

The very effective liaison with parents and carers helps contribute to improving children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. From the outset, practitioners learn as much as they can about the children in their care by talking

to parents about their child's individual needs, current interests and preferred activities. Parents and carers are well-informed about their child's achievement, well-being and development. The nursery operates an open-door policy and encourages parents to be involved in their child's continuous learning and development by making their child's learning journal easily accessible. Practitioners are available to talk to parents at the beginning and end of each session. It is evident from discussions with parents that they appreciate what this setting achieves for their children. Feedback from parents spoken to at the time of the inspection is very positive. They talk about their children developing independence, making positive relationships and enhanced communication skills.

The setting successfully evaluates the provision. Their aims are well-documented and regularly reviewed to ensure continuous improvement. The setting is focussed on enhancing the provision with the development of a sensory room which will benefit all children attending the setting. Practitioner skills are utilised fully as they take on a range of roles and responsibilities within the setting. This helps to support different areas of practice, for example, behaviour management and special educational needs. The process for managing practitioners' professional development is good and they are keen to enhance their knowledge and skills and find out about new initiatives.

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

Children are eager to attend this welcoming nursery and make good progress towards the early learning goals given their starting points. Practitioners have a secure knowledge of the Early Years Foundation Stage framework. This enables them to provide a wide range of activities that take into account children's ideas, interests and play preferences. Planning, observations and ongoing assessments are used to guide children's progress across all areas of learning. However, it is not always clear how practitioners use the information gained from observations to identify learning priorities and plan relevant and motivating learning experiences for each child. There is a good focus on play and learning in the outdoor environment, and wet weather clothes are provided. This has a positive impact on children's sense of well-being and helps most aspects of their development. There is scope for improving the use of resources available in the outdoor area, for example, by fully exploiting equipment available for water play and mark-making activities.

Children enjoy their time outdoors and this helps promote good health, physical skills and confidence. They thoroughly enjoy playing in the huge sand pit filling buckets and containers. Children develop their own play and utilise soft play blocks to practise their balancing skills and tree stumps are used as stepping stones. Children are able to explore a range of natural materials and objects, such as logs, fir cones and shells. A good emphasis is placed on children's personal, emotional and social development at the admission stage. This focus quickly helps children develop the underpinning skills needed for their future success. All children have a good relationship with practitioners and have lots of fun with them. They join in their games, for example, in the role play area and offer support while children

attempt to write their name on their work. Friendship groups are emerging and children show good levels of independence, curiosity and imagination. Through play experiences all children learn about numbers, shape, size and colours. Problem solving skills are developing well as children play number matching games where they count the objects on each card and then try to find the matching number. Cooking activities prompt discussions about quantities as children measure and weigh ingredients. A strong emphasis is placed on developing children's communication and language skills and this is enhanced by a number of initiatives which are in place to support children's achievements. All children develop a love of books, they sit attentively and listen to their favourite stories and choose their favourite songs to sing, for example, 'row the boat' and 'twinkle twinkle little star'. There are good opportunities for children to practise their mark making skills, they access resources in the writing area, enjoy painting activities, using chalks and playing in the sand. Children's knowledge and understanding of the world is enhanced through a range of activities. They walk through the local woods, visit the duck pond, visit shops, talk about the weather and use of equipment, such as a computer, interactive globe and camera. Children learn about the natural world as they take care of 'Flash' their African snail, they are keen to spray warm water in the tank to keep the soil moist and provide fresh apples for the snail to eat.

Children's specific health, dietary needs and allergies are well-documented and understood by practitioners. Children show that they are developing a good understanding of how to keep themselves safe and stay healthy. They understand how to evacuate the premises in an emergency and take part in activities to help develop their awareness of road safety. Visitors to the setting help children understand about people in the community who can help keep them safe. Children show a good understanding of the importance of following personal hygiene routines and independently access the bathroom area. Healthy eating is the focus at snack time, children enjoy fresh fruit and are encouraged to peel and cut their fruit and pour their own drinks. Snack times are a sociable occasion, children choose to sit by their friend and they learn about good manners. All children show a strong sense of security and feel safe within the setting. Children share their thoughts and feelings, and happily go to practitioners when they need help or reassurance. Children are encouraged to behave well, join in, cooperate and share with each other. They follow some simple rules to help keep themselves and others safe. Practitioners calmly manage any unwanted behaviour, quickly resolving issues arising, enabling the children to continue to play harmoniously together and enjoy their play and learning. All practitioners support children's achievements through regular praise, building children's confidence and self-esteem. All children make good progress in their learning and develop skills for 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

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| 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

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|--|---|
| 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

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|--|---|
| 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

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| 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