

Pheasey Park Farm

Inspection report for early years provision

Unique reference number EY294164
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Inspector Carol Johnson

Setting address Pheasey Park Farm Primary School, Wimperis Way,
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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

Pheasey Park Farm Play Care opened in 2001 and re-registered as a Children's Centre in 2006. The provision is run by the Pheasey Park Farm Governors and operates from Pheasey Park Farm Primary School, in the Great Barr area of Birmingham. The Children's Centre serves children and families in the local community and surrounding areas. There are secure areas for outdoor play. The centre offers a health and well-being service to families. It operates Monday to Friday for 50 weeks of the year, closing for two weeks at Christmas. Sessions are from 8am until 6pm.

The Children's Centre is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 106 children under the age of eight years at any one time. There are currently 163 children on roll in the early years age group. The provision provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

There are 40 practitioners who work with the children and all hold appropriate early years qualifications. Two members of staff have a Foundation Degree. The setting receives support from the local authority and an early years co-ordinator employed by the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and benefit from inclusive attitudes and the wide variety of interesting and stimulating experiences that are available to them. Staff members have forged good relationships with parents and other professionals and on the whole, information is effectively shared. Consequently, there is a shared understanding and continuity about children's needs. The atmosphere within the centre is warm and welcoming and generally, resources, including staff, premises and equipment, are deployed effectively. Reflective practice is ongoing at all levels and the nursery demonstrates a strong capacity for improvement.

What steps need to be taken to improve provision further?

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

- improve records of children's learning and development and develop strategies that encourage parents to contribute to their children's learning and development record
- improve the indoor environment to create areas where children feel comfortable to relax and rest and enhance children's learning and experiences in role play areas through providing a number and word rich environment.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff afford safety a high priority and security is excellent. Comprehensive risk assessment procedures and records ensure that potential risks to both adults and children in the setting are effectively identified and minimised. Staff demonstrate a good knowledge of child protection issues. They are fully aware of their roles and responsibilities in this respect and know who to contact should they have concerns. Robust recruitment and vetting procedures ensure that all adults looking after children, or having unsupervised access to them, are suitable to do so. Documentation to ensure the safe and efficient management of the setting is maintained appropriately.

The leadership and management of the provision is strong. The manager consistently communicates high expectations to staff about securing improvement. The personal and professional development of all staff is actively encouraged and there are clear systems in place to monitor the provision. Management show a good appreciation of the setting's strengths and the things they would like to improve and there have been a variety of improvements since the provision's last Ofsted inspection. For example, various strategies have been implemented to enhance the parent partnership and several senior staff have recently attended training to improve their management skills.

Children have plenty of space to play and rest. They enter the setting with confidence and are keen to participate in the experiences available to them. Resources, including staff, are on the whole, deployed effectively. Children can choose from a wide variety of toys and equipment and these include resources that promote a knowledge and understanding of the wider world. Children are encouraged to make choices and tidy away after their play and this fosters responsibility and teaches children to treat resources with care and respect. Displays around the nursery of children's work help to create a welcoming and attractive environment and add to children's self-esteem. However, in some rooms there are no comfortable areas for children to relax, look at books and feel at home and role play areas lack resources that help to create a word and number rich environment. Consequently, children's comfort and learning is somewhat impeded.

Partnerships with parents and others are fostered well. Parents speak highly of the nursery and comment on how staff always have the time to talk and listen to them and make them feel very welcome. Regular two-way communication ensures that important information regarding individual children is appropriately shared. Written policies are shared with parents and a wealth of useful information is displayed around the setting and shared verbally by staff. Inclusive practice is evident and staff work hard to ensure that children's individual needs are known and met. Good systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff work in partnership with parents and other professionals and carefully consider the

needs of individuals and groups of children when planning and implementing activities.

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

Children are happy and having lots of fun. They are making good overall progress and demonstrate a strong desire to learn and participate in the experiences available to them. Children are gaining the skills they will need in future life in meaningful and effective ways. For example, independence is encouraged as children wash their hands, use the toilet and put on coats ready for outdoor play. They are learning about technology and how it is used as they play with interactive toys and use computers. Counting and colour recognition is encouraged through everyday experiences and children regularly explore and investigate using all of their senses. For example, they experiment with paint, dough, water and sand and enjoy lots of opportunities to experience fresh air and nature when playing outside.

Staff know individual children well. They observe children on a regular basis and talk to parents to gain information about their children's starting points and individual needs and preferences. Staff then use this information to help assess each child's progress and to plan for the next steps in their learning. Each child has their own learning and development records and these contain some examples of children's work, photographs and their observation and assessment records. Key workers maintain these and they help to build up a picture of each child's progress over time. Parents are told that they can view these at any time and some do so. However, there are inconsistencies in the way that the records are being completed and some staff record and present information more effectively than others. Also, strategies that encourage parents to view and contribute to the learning and development records have not been fully explored. Consequently, the ability of staff and parents to help children achieve their full potential is somewhat reduced.

Children are at ease with staff and this demonstrates how they feel safe and secure in the nursery. Settling-in procedures are carefully adjusted to suit individual children and families and these help children to settle at their own pace. Children behave well and display good manners and plenty of care and consideration for others. Staff provide children with positive role models to follow and promptly recognise and acknowledge children's good behaviour, effort and achievement. Staff help children to learn about the wider world in meaningful ways. For example, a wide range of religious and cultural festivals are thoughtfully explored through stories, role play, food tasting and creative activities. Police, fire officers and a dentist have been invited to sessions, plus a musician, 'animal' man and a grandparent with his guide dog. These experiences enhance children's learning and add variety to their day.

Children adopt healthy practices and show that they are developing a secure understanding of how to live a health lifestyle. They follow good hygiene routines, eat healthy meals and snacks and enjoy a wide range of physical activities that encourage healthy living and strong physical development. Staff use some planned

activities to encourage children to eat healthily, for example, making 'fruit faces' and preparing sandwiches for a teddy bears picnic. Outside space is used on a regular basis and there are lots of areas for children to run around, ride wheeled toys and explore.

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