

High Achievers

Inspection report for early years provision

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Inspection date	03/04/2012
Inspector	Adelaide Griffith

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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.

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

High Achievers George Road Baptist Church out of school club is privately owned by a limited company. The club was registered in 2011 and operates from four halls within the church which is located in the Erdington area of Birmingham. The club serves the local area and children are picked up from five local schools during term time. The club is accessible to all children and there is a fully enclosed area available for outdoor play. The club opens Monday to Friday during school term times. Sessions are from 7.30am to 9am and from 3pm to 6pm. Holiday play scheme sessions are from 8am to 6pm.

Children are able to attend for a variety of sessions. A maximum of 70 children may attend the club at any one time. There are currently 16 children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 11 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs six members of staff including the manager. Of these, five hold appropriate early years qualifications to at least NVQ at Level 2 and above. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the early years age group are making consistent progress in their learning and development. On the whole, children's welfare is competently safeguarded. The manager and staff implement a variety of procedures to meet children's individual needs. They work well with parents and other professionals to support children's care and learning. Several changes have been made in the provision and these result in positive outcomes for children.

What steps need to be taken to improve provision further?

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

- take steps to ensure that at least one person who has a current first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 17/04/2012
- take steps to ensure each child is assigned a key person (Organisation). 17/04/2012

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

- review the risk assessment to include hygiene and to minimise the risk of cross-infection, with regards to linen, such as towels

The effectiveness of leadership and management of the early years provision

The staff demonstrate an appropriate understanding of protecting children if there are concerns about abuse. Generally, procedures are in place to safeguard children's welfare. For example, a wide range of policies and procedures are effectively implemented to ensure the smooth running of the provision. However, some members of staff do not hold current first aid qualifications to ensure that sufficient cover is available at certain times. This includes situations such as taking children to school and collecting them at the end of the school day. This is a requirement of the Early Years Foundation Stage. Consequently, children's well-being might be compromised.

The manager and staff have made some changes to the provision such as reorganising the physical environment to maximise the use of space. They review activities on a daily basis to monitor the effectiveness of children's learning. However, a key worker is not allocated to each child in the early years age group as required in regulation. As a result, opportunities to develop special responsibilities integral to the key worker system are not fully explored. Ratios of adults to children are maintained and children receive positive interaction. The staff support play with high quality equipment. Resources are within children's reach and include a wide selection that helps them learn about different cultures. Consequently, all children have a real sense of belonging.

Parents receive detailed information about the provision. They comment favourably on the service received including the caring attitude of the staff and the security of the premises. Parents are consistently invited to comment on the quality of the provision. The staff are responsive to suggestions and have taken steps to address the dietary needs of children as requested. The partnership with other professionals is well established and information is shared with other providers to maintain continuity in children's learning.

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

Children enjoy their time in the club where they are forming strong relationships with peers and adults. Children's confidence is well promoted because they are free to access resources as they wish and they help themselves to water which is within reach. Children are developing caring attitudes as they take turns during activities and share spontaneously or in response to reminders from adults. Children are well behaved because manage behaviour sensitively and calmly. They benefit from a variety of play experiences, including, the use of bikes, skipping and football to promote their physical health. Children learn good habits, such as, the washing of hands following outside play and before eating. However, the towel provided is shared by all children and this means that protection against infection

is not sufficiently rigorous.

Children play well with others as they engage in floor activities with bricks and favourite items such as cars. Staff support their learning effectively by joining in and using the opportunities to promote children's development. In particular, children's social and language skills are well supported and they benefit from activities across all areas of learning. For example, during a cooking activity adults talk about the consistency of the mixture and the specified time for baking.

Children learn about keeping themselves safe because they participate in fire drills. They demonstrate that they feel at ease by approaching staff for a hug or to share important information. The staff strive to address children's needs by, including, these and information gained from observations to plan for further learning. The wealth of activities provides a framework for children to develop good learning skills for the future, as they progress towards the early learning goals.

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	2
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	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	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	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 (Welfare of the children being cared for) 17/04/2012

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 (Welfare of the children being cared for) 17/04/2012