

Little Folks Nursery & Out of School Club

Inspection report for early years provision

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Inspector

Lucy Showell

Setting address

St. Barnabas C of E Primary School, Spring Lane,
BIRMINGHAM, B24 9BY

Telephone number

01213 273815

Email

littlefolks@blueyonder.co.uk

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

The Little Folks Nursery and Out of School Club was re-registered in 2011 and is run by Mishi Nurseries Limited. It operates from a purpose built building within grounds of a primary school in Erdington, Birmingham. The children share access to a secure outdoor play area. The setting serves the local area and has strong links with the school and children's centre onsite. The setting opens Monday to Friday during school term times. Sessions are from 7.45am to 9am and 3pm to 5.45pm. Children are able to attend for a variety of sessions. A maximum of 32 children may attend the setting at any one time. There are currently 11 children attending who are within the early years age group.

The setting also offers care to children aged over five years to 14 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs five members of child care staff. Of these, the manager has a Foundation Degree and four staff hold appropriate early years qualifications at Level 3 and one at Level 2. In addition to this the head of Little Folks has gained Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Folks out of school club provides a welcoming environment and ensures strong relationships are fostered between caring staff and happy children. Staff have a good understanding of the Early Years Foundation Stage and effective knowledge of the welfare requirements within. Their highly valued partnership with parents and other early years professionals ensure all children's individual needs are inclusively and consistently met. Effective practice is supported by well-written policies and procedures and the clearly informative documentation in place. Constructive methods of self-evaluation are being developed and identification of strengths and priorities for improvement being established. As a result, the setting shows good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems of evaluation and informed discussion to identify the setting's strengths and priorities for development to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of child protection procedures and detailed knowledge of reporting concerns and dealing with allegations. This is effectively supported through extensive documentation which is readily available and shared very effectively to ensure all children are safeguarded. The written policies in place have been reviewed and updated and superb information is displayed clearly for parents and others. For example, there is a large welcoming notice board which provides details of activities and organisational procedures. Staff are vigilant in supervision of children. Clear and detailed written risk assessments have been completed, records of checks carried out are maintained very well and regular audits are conducted to check additional safety. The children are very aware of their own and others safety, are well behaved and are actively involved in taking care of their surroundings. In addition to this they show great responsibility and understanding as they take manageable risks, such as, helping with cooking activities and setting up games outside.

Robust recruitment and vetting systems are in place to ensure all people working with the children are suitable to do so and accurate records show clear information regarding training, experience and qualifications. The staff team evaluate what they do in order to make ongoing improvements. They seek and take advice from other professionals and actively ask for the views of children and parents to be expressed. This feedback is used to good effect in making positive changes, although the written self-evaluation does not clearly show the priorities for further improvements. The club is well-resourced providing various activities and opportunities for the enjoyment of all children present. The good range of high quality and durable equipment, together with the staff's pro-active approach to use of resources and recycling, ensures their sustainability.

The strong leadership and management and staff relationships promote efficient team work. All staff are proactive in the implementation of their roles and daily responsibilities. For example, good use of initiative ensures all children are closely supported and supervised and are kept active and involved. Excellent relationships with parents are clearly established with many parents taking the opportunity during inspection to express their delight in the club and staff. All parents, carers and siblings state how they are fully involved, well-informed and how friendly and approachable the staff are. Many have used the club for years, booking well in advance to ensure a place. Initial information about the children is shared before the care commences. For example, new contracts are completed, all consents are in place and valuable discussions about the children's progress and preferences takes place. Ongoing communications ensure the staff know the children very well and are able to provide experiences and opportunities which are both fun and stimulating. For children with special educational needs and/or disabilities and children with English as an additional language very effective support and inclusion is demonstrated. There are well-established and highly valued relationships between the club, school and children's centre. As a result, staff tailor their approach to each child's needs ensuring that what they provide complements the education and care provided at other settings.

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

Children happily enter the club greeting each other as they arrive and receiving a friendly welcome from the staff. They enjoy a wide variety of interesting and fun activities. Regular use of the school grounds to use the extensive range of sports equipment, setting up team games and opportunities to run and jump in the nice weather promotes the importance of exercise and fresh air. In the main room a comfy 'chill out' zone enables space to chat with friends and time for rest and relaxation. Adult support and clear routines help children to understand good hygiene and healthy lifestyles. For example, children are taken to wash their hands thoroughly before eating and wait for the tables to be clean before selecting and serving their food. Meal times are a great opportunity to socialise and share their news with friends and family as all children come together. When they have finished eating they enjoy some banter and games led by staff who ensure that children remain seated whilst their foods goes down. Children show great consideration for others and clear awareness of appropriate behaviour. They have devised 'making it work' notices depicting positive reinforcement of the rules and boundaries at club and daily 'mini playworkers' help staff to prepare and organise activities.

Children have a strong sense of belonging as they select from the diverse range of resources available. They are keenly encouraged to make their own decisions and enjoy the responsibility of planning the week's activities. Topics and themes are planned by staff in advance following ideas from children and successful experiences at previous sessions. Children then participate further giving their suggestions, such as, cooking, craft and outdoor activities. Children's progress is extended superbly across all areas of learning and development. Staff's exceptional use of questioning and interaction skilfully builds on what children already know and can do. The detailed individual assessments and plans show how each child is developing across all areas of learning. There is an array of free choice opportunities for children, such as, wide selection of board games, imaginative and resourceful craft activities and building intricate models with small construction pieces. Further themed activities often fill the whole session with the younger and older children cooperating and helping each other. Photographs and captions in scrap books made by the children show how much they enjoy the experiences on offer. They reminisce laughing and chatting with staff and friends about the face painting and den building and look forward with great enthusiasm to the next film night. Overall, children are very happy and well cared for and benefit greatly from the outstanding range of opportunities and experiences on offer.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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