

# Whipper Snappers Childcare @ St Francis

St. Francis Church, Glen Side, BIRMINGHAM, B32 3RU

## Inspection date

Previous inspection date

12/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and enjoy attending this welcoming setting. They benefit from their early years experience and make good progress in their learning and development.
- Children show good levels of confidence and independence skills through daily routines and their chosen play. Strong and secure relationships with practitioners help children feel safe and secure.
- Children's language development is given good priority because practitioners extend children's listening skills and vocabulary effectively. Language delay is tackled early in the setting, working closely with parents to ensure children make progress.
- Good attention is given to keeping children safe and secure. Risk assessments and daily safety checks ensure risks to children are minimised.
- Practitioners work very well with parents and they are kept well informed about their children's achievements through regular discussions and termly progress meetings.

### It is not yet outstanding because

- The learning environment outdoors has not been fully extended to incorporate all areas of children's learning and development, for example, activities to promote children's skills in expressive arts and design, communication, language and literacy.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three play rooms, the outside learning environment and lunch in the dining room.
- The inspector held a meeting with the provider and the deputy manager of the provision.  
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Jacqueline Nation

## Full Report

### Information about the setting

Whipper Snappers Childcare @ St Francis was registered in 2011 and re-registered due to a change in entity in 2012. The setting operates from three playrooms within St Francis

Community Centre in the Woodgate Valley area of Birmingham. The setting is within easy access of local facilities. There is a fully enclosed area available for outdoor play.

The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 59 children on roll, all of whom are within the early years age range. The setting is open each weekday from 7.30am to 6pm all year round. The setting provides out of school care and a holiday club. Children attend for a variety of sessions. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education for two-, three- and four-year-old children.

The setting employs 13 practitioners. Of these, 10 hold appropriate early years qualifications at Level 3 and three staff are working towards a Level 3 qualification. The setting receives support from the local authority and is a member of OSA, the Out of School Alliance.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- enhance further the outdoor area to enrich opportunities for children to take part in play that promotes their skills in expressive arts and design, communication, language and literacy.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are happy, enthusiastic learners who enjoy attending this welcoming setting. They are supported in making good progress in their learning by practitioners who have a good understanding of how to engage children's interests and recognise that children learn through play. The planning and assessment system has been revised to incorporate the new areas of learning and take into account the new two-year assessment check. Planning for children's next steps in their learning is based on practitioner observations, children's ideas and play preferences. Interaction between practitioners and every child is good. During activities and discussions practitioners give children time to share their views, they ask them questions to make them think to improve their understanding and learning. Practitioners have a good knowledge of each child's skills and interests on entry and they record children's progress in individual learning journey records. They are able to identify whose learning and development is not at the expected developmental band and

the action to take to ensure they make sufficient progress, working closely in partnership with parents. This includes children with speech and language delay.

Child-initiated play is promoted well and resources in all rooms are stored at the children's level enabling them to direct their own play and play with others. Children have opportunities to be creative, imaginative and play an active role in their learning throughout the day. Practitioners place a good focus on developing children's speaking and listening skills through circle and story time. All children develop a great love of books and practitioners sit and read stories with them many times during the day in the cosy book corner. Children's enjoyment of stories and singing is further enhanced by enthusiastic practitioners and their use of props. Children's mathematical skills are developing well. They count during daily routines and practitioners talk about colour, shape and size during play. Children confidently put train tracks together and work out how to connect magnetic trains; they take part in threading activities and complete puzzles. A range of activities and resources are available to promote children's skills in expressive art and design, for example, using media and materials, such as paint, play dough, cutting and sticking activities and collage. Children also love to explore the different sounds of musical instruments and join construction bricks together to build and balance. They use their imagination well as they play with their friends in the role play area. Children sit at the table while their friends pretend to cook food, such as 'soup and salad' and make 'hot chocolate' to drink. Children are developing their understanding of the world and explore the local environment and visit the park. They learn about the wider society as they use resources that reflect positive images of diversity and take part in activities for special events and festivals. Children have good access to outdoor play; they benefit from this and have lots of fun. For example, they play chasing games, pretend to be animals and roar at each other. They access a range of resources to help develop their physical skills and confidence, such as a climbing frame and slide, bikes, balls and skittles. However, practitioners have yet to fully encompass all the areas of learning outdoors to further promote children's learning and development, for example, their skills in expressive art, and communication, language and literacy.

### **The contribution of the early years provision to the well-being of children**

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 any additional needs to ensure they have the necessary support to help them achieve well. Practitioners know the children very well and have a good knowledge of their individual needs and parents' preferences. This, together with an effective key person system, helps children form secure attachments which promotes their well-being effectively. All children show a strong sense of belonging within the provision. Children's personal, social and emotional development is fostered well. All children are provided with experiences and support which help them to develop a positive sense of themselves and others. Practitioners plan activities to help children get to know each other and develop positive relationships. All children settle well because flexible settling-in procedures help them to become accustomed to the environment and get to know practitioners who will care for them. Children's behaviour is good in the setting and practitioners help children to negotiate and cooperate with their peers. They learn to share, take turns and use kind

hands. Good behaviour is rewarded, and practitioners praise and encourage children in their achievements. Any concerns about children's behaviour is discussed with parents and strategies based on each child's age and stage of development are discussed and agreed. Every child is secure in communicating their needs and preferences. This is fostered by the successful implementation of picture exchange systems and the use of makaton signing.

Children's individual health, physical and dietary needs are effectively met. Their specific needs are well documented and understood by practitioners. Children learn about healthy lifestyles and follow good hygiene practices as they wash their hands at appropriate times during the day. They develop an understanding of the importance of physical exercise and a healthy diet. Children enjoy sociable mealtimes where they are provided with freshly cooked nutritious meals and healthy snacks. Children's safety and well-being is given good consideration, they play in a safe and secure environment. They benefit from good levels of supervision and attention because practitioners deploy themselves well throughout the setting. Children show that they feel safe and secure in the setting and learn about the procedures for evacuating the premises in an emergency. They interact well with their peers and confidently talk to practitioners and visitors to the setting.

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

Children benefit from strong partnerships between practitioners and their parents and carers. Parents receive detailed information about the provision, their child's welfare, learning and development. They are provided with a comprehensive range of policy documents and termly newsletters. A wealth of information is displayed in the setting regarding safeguarding procedures, information about practitioners, emergency procedures and the learning and development requirements of the Early Years Foundation Stage. Parents are welcomed into the setting, and there are opportunities each day for discussions about their child's well-being and achievements. Sharing information about observations in the setting and at home ensures that parents are kept informed about their child's progress and development. Partnership with other providers of the Early Years Foundation Stage is developing well and systems are in place to make sure children's continuity of care and learning is supported. Parents' views are sought informally through discussion and formally through questionnaires. Parents spoken to at the time of the inspection clearly appreciate what this setting achieves for their children.

Arrangements for safeguarding children within the setting through work with families and outside agencies is good. Safeguarding policies, procedures and practices are strong and fully understood by the practitioner team. Practitioners are vigilant and supervise the children effectively to promote their welfare and safety. Risk assessments ensure any potential hazards to children are minimised and access to the premises is closely monitored. Policy information is clearly displayed with regard to the use of mobile telephones in the setting. Robust vetting, recruitment and induction procedures ensure that practitioners are suitable to be with the children. Ongoing suitability is discussed and all practitioners are responsible for informing the manager of any changes that may impact on their role.

The management team have systems in place to ensure children's progress is monitored effectively in order to identify any gaps in their learning and development. The arrangements for appraisals and professional development are well considered with opportunities for practitioners to complete training to enhance their knowledge and skills. Practitioners create an environment that is welcoming and safe where children enjoy their learning and grow in confidence. This ensures that all children receive a happy and enjoyable early years experience that helps to prepare them for their next stage in learning. The management and practitioner team strive for quality and focus on quality improvement, working closely with the local authority and other agencies. The setting demonstrates a clear commitment to continuous improvement and is fully aware of their strengths and areas for development to improve children's well-being, meet their needs and support their learning and development.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

	registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY454109
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	886707
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Whipper Snappers Childcare Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 427 4775

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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