

Bali's Kids Club

Maryvale Community Centre, Old Oscott Hill, Kingstanding, Birmingham, B44 9SR

Inspection date

08/11/2012

Previous inspection date

19/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 lively, confident and enjoy attending this welcoming club. Practitioners know the children well and they are all included, valued and respected.
- Practitioners have a secure knowledge and understanding of the Early Years Foundation Stage and how young children learn. They provide a good balance of activities to promote children's learning through play, discussions and group activities.
- Children show high levels of independence and curiosity and demonstrate strong self-assurance. They form secure attachments with practitioners and this promotes their well-being effectively.
- Children's behaviour is good. Practitioners are positive role models and consistently apply appropriate strategies and provide clear guidance for children about what is acceptable behaviour.

It is not yet outstanding because

- The setting have yet to update their procedures for self-evaluation to enable an accurate reflection of strengths and weaknesses to help drive improvement, and fully enhance outcomes for children, and include all partners in the process.

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 both playrooms.
- The inspector held meetings with the owner/manager of the provision.
- The inspector looked at children's records, evidence of suitability of practitioners working within the setting, recording procedures and a range of policies.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Bali's Kids Club opened in 2009 and operates from two rooms in a community centre in the Kingstanding area of Birmingham. There is an outdoor area for children's use. The setting provides out of school care for children attending a number of local schools. Children attend on various days.

The club is open each weekday during school term time from 7.30am until 8.45am and

3.15pm until 6.30pm. During school holidays it is open from 8am until 6pm. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 35 children on roll, seven of whom are within the early years age range. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities.

There are five members of staff employed to work directly with the children, all of whom hold relevant qualifications at levels 2 and 3. The owner/manager and a member of staff are completing management qualifications to levels 4 and 5. The club receives support from the local authority.

What the setting needs to do to improve further

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

- foster a culture of continuous improvement through self-evaluation to enable an accurate reflection of strengths and weaknesses to help drive improvement and fully enhance outcomes for children, and include children and parents in the process.

Inspection judgements

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

Practitioners have a good understanding of how to engage children and capture their interests. They fully recognise that children learn through play, planning is flexible, and influenced by children's interests and ideas. Children make good progress in their learning and development because they experience a good balance of activities in this busy environment. Children's assessment folders include their starting points, 'all about me' information and a range of photographs. Practitioners use their observations well to identify and build on children's abilities and skills. Children's behaviour is good and practitioners provide consistent support to help children share, take turns and consider others. Children learn about the rules to keep them safe and help develop positive relationships. They understand that while playing football they have to be mindful of the other children in the room and they have to stop playing when parents arrive to collect children.

Every child is secure about communicating their needs and preferences, and they show high levels of enthusiasm and involvement in their chosen activities. Practitioners are skilful and support children's learning well. They ask them questions to make them think and show them how to use equipment and play games together. Children have a warm rapport with practitioners, who know them well and listen with genuine interest to what

they say. Children concentrate and show determination in their chosen play as they try to work out how to build a tower and make it taller without it breaking. They use their imagination and play well with their peers with small world resources, such as play figures, vehicles, the princess castle and the farm. Children's numeracy skills are developing well as practitioners encourage their counting skills and help them look for patterns while playing strategy games. Children talk about making a 'long' snake and a 'big' and 'small' tower. Practitioners help children with homework tasks when needed and provide a quiet space to work. Older children are very good in supporting younger children; they involve them in their play and show them how to use resources to their best effect.

All children enjoy activities to promote their design and creative skills and use a wide range of materials. They enjoy drawing pictures of angels, magic painting with water, manipulating dough and making masks for their Christmas pantomime. Children enjoy practitioners' involvement in their play, for example, when they take part in a singing and dancing activity. They take part in role play, den building and team games where they learn to negotiate and cooperate with others. Children's physical development is fostered well. There is provision for children to play outdoors, where they like to play rounders and parachute games, and the large playroom also provides scope for team games, such as football. Technology is incorporated into play and children use electronic toys and learning resources. They develop a good understanding of the wider society and the world through a range of innovative activities, for example, they make Malawian mud and straw huts and African headdresses.

This is a welcoming, inclusive club where all children and their families are welcomed and treated with equal concern. Practitioners know the children well and respect their individuality. Partnerships are good and the club works with other agencies and very well with the schools children attend to ensure continuity of care and learning. Homework and diary books aid good communication between the practitioners and parents. This benefits children, supporting their learning at the club and at home. The arrangements for supporting children with English as an additional language are good, and effective arrangements are in place to support children with special educational needs and/or disabilities. This means that all children are included, achieve well and have their needs met.

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

Children arrive at the club with confidence. Daily routines are familiar to them and this helps them to feel settled, secure and safe. The environment is well organised and resourced to support children's all-round development and emotional well-being. Effective use is made of the environment, and both rooms are used to provide a range of experiences for all children to promote their independence and confidence. Children have opportunities to have quiet times, looking at books and drawing, or be physically exuberant playing football and dancing to rhymes.

Children know what is expected of them because they have been involved in devising the club rules and understand the boundaries for safe play. They let a practitioner know before they leave the room to use the bathroom, and take part in emergency evacuation

drills. The successful key person system and the effective deployment of practitioners ensure that all children form secure emotional attachments, which promotes their well-being and independence. All children talk to practitioners about how they are feeling and receive a reassuring hug or smile to make them feel supported and special. The key person system also ensures that the younger children's care needs are given good attention. This provides them with a strong base to enhance their confidence and their ability to make choices about their play and learning.

Children health and well-being are supported effectively. Their individual dietary needs are discussed with parents and taken into account at mealtimes. Children develop a good understanding of a healthy lifestyle and they are asked to contribute their views to menu planning. They demonstrate a good understanding of managing their own hygiene and personal needs, and wash their hands before meals. Children enjoy sitting together at tea time and this is a sociable time when they can sit and chat to their friends.

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

Safeguarding children is given good attention. Practitioners are confident in the effectiveness of procedures regarding allegations of abuse and reporting child protection concerns. They understand and describe their responsibility to escalate any child protection concerns by following the safeguarding procedures. Comprehensive policies and procedures are in place and shared with parents. They provide clear guidelines about the procedures to follow and who to contact in the event of a concern. This ensures children's well-being is prioritised. Vetting procedures are robust and include evidence of suitability checks being undertaken. New practitioners are supported well and the induction process helps them to be confident and able to implement the setting's policies and procedures effectively. The arrangements for appraisals and practitioners' professional development are well considered. Practitioners are eager to undertake training to enhance their qualifications, knowledge and skills.

Children's safety and well-being are given good consideration. Practitioners are vigilant; they supervise the children well and give good attention to daily routines and safety checks. Children's hours of attendance are carefully monitored on arrival at the setting and when they leave with parents. Risk assessment records are in place for the premises, outdoors and outings and ensure a safe environment is provided. Effective procedures are in place to record any accidents involving the children or any medication administered.

The setting have embraced the changes to the Early Years Foundation Stage Framework and demonstrate a secure understanding of how to meet the welfare, learning and development requirements. Effective collaboration between all partners involved in the children's care ensures they progress in their learning, and their safety and well-being are fostered successfully. Parents speak highly of the club, the 'lovely' team and how their children are very happy and keen to attend. Practitioners are friendly and helpful; they give support to both the children and their families.

The setting are committed to providing good quality play and learning experiences for all

children. Recommendations from the previous inspection have been mostly addressed well, showing a commitment to improvement. Since the last inspection the setting have reviewed safety procedures, with particular regard to entrance doors into the playroom and kitchen. They have developed their planning, observation and assessments systems to ensure they are able to monitor children's progress more effectively.

The setting is well led and managed, and the owner/manager consistently communicates high expectations to practitioners about securing improvement. As a team, they reflect on practice and can identify their strengths and areas for development. The provider is beginning to gather the views of parents, children and other professionals to support her in monitoring the effectiveness of the provision, although these have yet to be incorporated into a robust self-evaluation system in order to further drive improvements in the provision and support children's achievements over time.

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

Unique reference number	EY399574
Local authority	Birmingham
Inspection number	875143
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	35
Name of provider	Bali Dadral
Date of previous inspection	19/01/2010
Telephone number	07989 977781

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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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