

The Annex

32A Lyttelton Road, Stechford, Birmingham, West Midlands, B33 8BH

Inspection date	30/11/2012
Previous inspection date	18/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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, interested and keen to learn, and they make good progress within the expected levels of development.
- An effective key person system generates warm and trusting relationships between practitioners, children and their families.
- Children are motivated and engage in a wide range of interesting learning experiences that reflect their interests.
- Well-established and personalised routines help children to feel content, safe and secure.

It is not yet outstanding because

- There is scope to extend children's opportunities in expressive arts and design by encouraging them to mix and experiment with a wider range of materials, textures and techniques.
- Opportunities for children to enjoy an active role in the design and layout of the outdoor learning environment have not yet been fully embraced.

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 activity in the indoor and outdoor learning environments.
- The inspector held a meeting with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the information included in the setting's self-evaluation document.

Inspector

Lisa Parkes

Full Report

Information about the setting

The Annex registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a building in the Stechford area of Birmingham. The setting serves the local area, is easily accessible and on one level.

The group opens Monday to Friday for 48 weeks of the year, closing for two weeks during

the Christmas period and two weeks in the main school summer holidays. The group is also closed for Bank Holidays. Sessions are between 8am and 6pm. Children are able to attend for a variety of sessions. There are currently 63 children on roll.

The setting employs six practitioners, four of whom hold appropriate early years qualifications. It 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:

- open up opportunities for children to mix different media and find out what happens when they put different things together, such as paint, sand and sawdust
- open up opportunities for children to design and organise the layout of the outdoor environment.

Inspection judgements

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

Children play and learn in a warm, welcoming and nurturing environment. Their progress is carefully tracked and as a result, practitioners are very knowledgeable about the children in their care and highly intuitive of their individual learning and development needs. Learning priorities are routinely established and activities match the needs and interests of the children who attend. Consequently, children show a desire to learn and are well equipped with the fundamental skills they can use to extend their learning. Educational programmes have breadth and depth across all areas of learning to ensure that children's learning is purposeful and progressive. Practitioners listen and tune into children, who subsequently thrive within a secure emotional environment.

Children enjoy their learning and engage in a wide range of motivating learning experiences. They giggle in delight as they negotiate and navigate through large soft play shapes. Construction play is popular and children build towers using a variety of resources. They are inventive and take pleasure building stories around small world toys. They play cooperatively as part of a group, act out a narrative and dress up in different costumes. Real saucepans, spoons and dry pasta support children's excursions into imaginary worlds. Children adore sensory, tactile play and readily handle glue, glitter, sand, water and cornflour. However, there is scope to extend children's experiences by opening up opportunities for them to mix different media, to encourage exploration of texture, form and function.

Children are active and relish opportunities to play outside. They are fascinated with wildlife and take pleasure spotting birds through binoculars, searching for spiders and collecting items of interest, such as leaves, fir cones and conkers. Children benefit from ample fresh air and exercise and practise their physical skills through jumping, climbing, skipping and chasing games. As yet, children have limited opportunities to become involved in the design and organisation of the outdoor learning environment, to promote a sense of ownership and reinforce their interest in the natural world. Children are supported in the acquisition of communication and language skills and in their personal, social and emotional development. As a result, children of all ages make good progress in their learning.

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

Care practices are good and children form secure attachments, which promotes their well-being and independence. Practitioners offer close and affectionate relationships, and consequently all children feel valued and included. Children happily pursue their own interests and there is a good balance of structured, adult-led activities and child-initiated free play. Children develop a positive sense of identity as practitioners encourage, listen and respond to their communications. The carefully planned environment supports children's choices to be active or to rest. Children gain an understanding of risk through activities that encourage them to explore their environment and test their skills, such as balancing and climbing. The environment is safe, secure and supportive.

Children display a good awareness of what constitutes a healthy lifestyle. They demonstrate a positive approach towards eating healthily and gain an understanding of the need for physical exercise. Planting and growing activities, along with topics about the life cycles of creatures, consolidate children's understanding of living things and the world around them. Children are well prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions. As part of this, children grow in independence as they learn to do things for themselves. School readiness is a key feature and children learn to express their feelings, use good manners and make decisions. Children are competent at managing their personal needs relative to their ages.

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

Practitioners take all necessary steps to safeguard and promote the welfare of children. An effective safeguarding children policy is implemented and practitioners' knowledge of safeguarding children is fully up to date. Thorough risk assessments are conducted and include everything with which a child may come into contact. An emergency evacuation procedure is in place and routinely rehearsed. Practitioners adhere to the requirements at all times and there is a firm focus on high quality provision. The manager, who is 'very passionate' about her role, adopts a child and family approach. She demonstrates a positive attitude to reviewing the provision to continue to enhance the learning, development and care on offer. This drive for improvement improves the quality of

provision for all children. The team is stable and reliable, and morale is good.

Practitioners have developed a good rapport with parents and this contributes to improvements in children's learning, well-being and development. Firm links exist with the local school, church, children's centre, teacher support and area special educational needs coordinator to promote optimum continuity of care. Practice is fully inclusive and practitioners hold valuable experience of caring for children with special educational needs and/or disabilities. Appropriate interventions are secured and children receive the support they need. Practitioners are dedicated to supporting, safeguarding and caring for children. An effective and well-established programme of professional development helps practitioners to continue to improve their knowledge, understanding and practice.

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	EY297165
Local authority	Birmingham
Inspection number	889205
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	63
Name of provider	Joanne McNally
Date of previous inspection	18/11/2008
Telephone number	0121 603 8245

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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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