

St Paul's Venture

Malvern Street, Balsall Heath, Birmingham, WEST MIDLANDS, B12 8NJ

Inspection date	08/01/2013
Previous inspection date	11/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 enter enthusiastically into their club and engage in a variety of activities.
- Children have different rooms to move between and lots of opportunities to develop their skills as they enjoy physical games in the hall and use the outdoor areas and equipment.
- Good staff management systems of induction, training and supervision, and weekly meetings ensure all are fully involved in reviewing practice and identifying areas for improvement.
- Management are committed to providing an inclusive setting where children are valued as individuals and where appropriate support is given when needed, such as through the use of key persons for younger children or links with other professionals.

It is not yet outstanding because

- The sharing of daily information with some parents is not always fully effective to keep them suitably informed of their child's care and learning.
- There is scope to improve risk assessments relating to school collections and the use of the entrance area to support children's free-flow play.

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 children's teatime and free play activities in the main room, a painting activity and computer session and a physical play session in the hall.
- The inspector spoke with the manager and other staff at appropriate times throughout the inspection.
- The inspector took account of the views of three parents spoken to on the day and those expressed in parental questionnaires.
- The inspector looked at children's records and development folders, self-evaluation documents and a selection of policies and daily records.

Inspector

Diane Ashplant

Full Report

Information about the setting

St Paul's Venture is managed by St Paul's Community Development Trust. It registered in 1992 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a separate building within a purpose-built centre in the Balsall Heath area of Birmingham. The setting is part of the extended services offered

through the local children's centre. Children have access to a large main playroom, an art room, a computer room and a sensory room. There are integral kitchen and toilet facilities and children also use the adjacent hall. The children have access to an outdoor play area and the community farm.

During term time after school care is provided for children aged four to 11 years until 6pm and the setting provides a collection service from several schools in the area. During school holidays, the setting offers a play care facility and a play scheme. There are currently 50 children on roll aged between four and 11 years, seven of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. It employs six members of staff, all of whom are qualified from level 2 upwards, and there are also additional apprentices and volunteers.

What the setting needs to do to improve further

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

- develop further the two-way flow of information between parents and staff at collection time to ensure they are aware of what their children have been doing
- review the risk assessment with regard to school collection procedures and children's presence in the entrance area.

Inspection judgements

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

Staff have a good understanding of how to provide children of different ages with a range of resources and activities to interest and engage them as they relax after school. They are updating their knowledge in relation to the new framework and offer a good balance of child-led play and adult support and interaction. They provide a welcoming environment where children happily engage in activities of their choice. Staff set up the rooms with a selection of resources to meet different areas of learning and support children's varying interests. The use of additional rooms for craft activities, sensory play and the use of computers provide further experiences for children and also areas for smaller groups to work together or relax. Much of the session is child-led but there are some pre-chosen topics around celebrations and current events which are linked to particular craft sessions and discussions.

Children are able to choose from the range of resources set out, or can ask staff for others

from the cupboard. Children enjoy games of pool or table football while others share a game of dominoes or assemble puzzles together. They are able to express themselves as they play in the role play areas or with dolls and small world figures. Chatter goes on throughout the session, except for meal times when they collect together around the meal tables. Children put their hands on their ears to ensure their attention as they are welcomed to the club and given choices about food and then prepared for play options afterwards. Children happily chat to staff at the table or as they share in a painting activity about their favourite Christmas memory. Staff allow children to relax and enjoy this time interjecting with ideas and questions at times to extend their thoughts and interests. The games console and other computers are popular after tea and the craft room is available for messy activities, with junk modelling being a particular favourite. Children have opportunities to watch and assist with the animals on site, which helps them to understand how to care for others.

Staff observe all children to ensure they are happy and settled, and for the younger children the key person is there to support them as they settle in as well as observe and record them at play. Observations and comments are jotted down in a book and photographs capture children's activities. Links with school teachers and other professionals are used if needed to share any information on children's development. For those who have transferred from the on-site nursery, development folders are passed on to the key person. This provides a useful insight into the children's interests and development before they start at the club and also assists in their settling in. A general summary report is compiled for the younger children and shared with parents at the end of term. The key person uses observations to check children's progress according to the developmental milestones. Any action needed to help individual children is discussed informally as staff meet before each session and is incorporated into the weekly planning.

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

Children enter the club with enthusiasm and, even after a long holiday break, settle happily back into the routine and engage confidently in play activities of their choice with friends or on their own. Staff understand the importance of the prime areas in developing young children's confidence so they happily make the transition to and from school or from the nursery. The key person is there to oversee their needs and support their development. Children are able to make their own choices and staff encourage their independence and respect their individual needs, which helps their growing self-confidence. Children's behaviour is generally good and younger children integrate well with older ones. There are clear guidelines in place and these are also displayed to encourage sharing and turn taking, such as when they use the computers or the games console. Staff make sure that there are a variety of play resources to suit the children's different ages and interests. The choice of areas and separate rooms enables those who seek a quieter or small group to have that opportunity.

Children's health is well supported through attention to daily routines and self-care skills. Children are learning to play safely through reminders from staff and respond well to clear guidelines as they walk from school. Children move confidently around the hall and are able to access various spaces available for the club as long as staff are there to supervise.

Children benefit from a large outdoor area and a football court, and in the lighter months spend lots of time in the fresh air, enjoying games or using the fixed equipment. When the weather is not suitable they also enjoy physical games in the hall in the main centre. The centre has achieved a healthy settings award and children engage in lots of discussion and activities around healthy foods and also enjoy some cooking activities, such as making spaghetti bolognese. They eat their tea together around the tables with staff and have access to fresh drinking water at all times.

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

Management are committed to providing an inclusive and happy environment for children where they can relax with their friends after a day at school or have opportunities to engage in exciting activities and trips during the holidays. The team of core staff, apprentices and volunteers meet each week to discuss the children and plan the session to ensure children have a fun time and benefit from the service provided. Children are safeguarded because there are rigorous procedures for the recruitment and selection of staff. There is a clear induction process which ensures new staff quickly become familiar with their roles and responsibilities, and this includes regular supervision by senior staff. All staff have appropriate qualifications and several hold first aid certificates. There is a good commitment to training to enhance staff skills and practice, and ongoing support is provided through regular supervision sessions, meetings and staff appraisals. Management are fully aware of the importance of reflective practice and use the weekly staff meetings to involve all staff. Together they look at all aspects of the club's organisation under the early years principles and identify areas for development. Parents and children are also invited to give their views on the setting through questionnaires and discussions, and staff take on board their queries and involve them in sharing their ideas and expertise to make improvements.

Partnership with parents generally works well and staff encourage open and friendly communication. Many parents have used both the club and the play schemes for several years and are very comfortable with the provision, while others have also used the nursery so they are familiar with some of the staff. Parents complete all the required information when children start and, for younger ones, an 'all about me' form provides additional information to assist children as they settle in. Staff are aware of the importance of sharing information with others and will engage parents and other professionals, such as teachers, to aid children's development. Management recognise that children need to be well prepared for important stages in their lives, such as transition from nursery to school, and therefore share the nursery's development folders of children who go on to attend the club. The identification of a key person for the younger children ensures that they are supported as they settle in and soon feel comfortable in their new surroundings. Parents are kept informed through displays of information and photographs and a regular newsletter which shares useful details, such as staff news and future play themes. Although staff are very approachable, sometimes during a busy session it is not always possible to feedback about the day at collection time, which may limit parents' awareness of what has taken place.

Children are well safeguarded as staff have a good understanding of their roles and responsibilities in protecting children from possible harm or neglect and how to pass on any concerns effectively. Safeguarding is an integral part of core training for all staff and it is always a regular item for discussion at the weekly staff meeting. Other procedures to further protect children, such as the maintenance of daily records and seeking all necessary details and consents from parents at registration, are thoroughly carried out. Children's welfare is promoted as staff maintain standards of health and safety, both indoors and outdoors, and use visual and written checks to support this overall. They collect from several different schools and there are clear procedures in the main to ensure children's safety, for example, carrying phones and a first aid kit and sending two members of staff to each school. However, management have recognised the need to re-organise staff so they are able to manage the busy school collection service more effectively. The premises are used by a variety of other groups throughout the week which means staff are aware of the need to check the premises more carefully. A few parents expressed concerns about the presence of children in the entrance area. However, the club supports the benefits of free-flow play and children are generally supervised by staff and the main door is kept locked. That said, the use of this space is not fully identified within the risk assessment.

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	591000
Local authority	Birmingham
Inspection number	877287
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	50
Name of provider	St. Paul's Community Development Trust
Date of previous inspection	11/08/2009
Telephone number	0121 464 1888

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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