

High Achievers

George Road Baptist Church, George Road, Erdington, Birmingham, B23 7RZ

Inspection date

21/02/2013

Previous inspection date

03/04/2012

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children take part in an excellent range of exciting activities, which enhance their learning at school and enable them to make extremely good progress. They are fully engaged in their learning as their choices are respected and activities are planned accordingly.
- There are excellent relationships between all staff and children at the club. Highly effective behaviour management strategies help children learn to manage their own behaviour extremely well. They feel secure at the club as they are very safe and they are helped to become familiar with the other children and with the routines.
- Children are extremely safe as the manager has excellent understanding and experience of child protection. Staff are exceptionally well trained in ensuring children are safe whilst on the premises and on outings. Children are developing an excellent understanding of how to manage risks to keep themselves and others safe during their activities or when away from the premises.
- The innovative leadership of the manager means that all staff have excellent opportunities to further their professional development and children receive high quality learning experiences. Sharply-focused self-evaluation includes the views of all staff, parents and children. This means that areas for improvement are identified and acted upon.

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 main play rooms and the outside learning environment, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager, who is also the provider 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 and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

High Achievers George Road Baptist Church out of school club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club is privately owned by a limited company. The club It operates from four halls within the church which is located in the Erdington area of Birmingham and is managed by the provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. Children are picked up from five local schools during term time.

The club employs eight members of childcare staff, all except one of whom hold appropriate early years qualifications at levels 2 and 3. One member of staff has Early Years Professional status.

The club opens Monday to Friday during school term times. Sessions are from 7.30am to 9am and from 3pm to 6pm during term time. Holiday play scheme sessions are from 8am to 6pm. Children attend for a variety of sessions. There are currently 19 children attending who are within the early years age group. 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:

- enhance the already excellent relationships with parents and carers to offer enriched opportunities to involve them in their children's learning and development so that children continue to achieve to the highest level.

Inspection judgements

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

The club provides a superb range of exciting and challenging activities suitable for all the children's ages. Staff work extremely well together to plan the main activities. Children are regularly asked about the activities they enjoy most and how they would like to develop these. This enables staff to plan accordingly so that children's learning needs are very well met. There is an excellent balance between child-initiated and adult-led activities, which means that all children are guided effectively and encouraged in their learning so that they make extremely good progress. Vibrant activities are planned which complement and extend children's learning at school, such as when a group of children produce a puppet show for the others. Children receive one-to-one tuition to help them with their homework or resolve any difficulties they have in a specific area of learning. Staff make detailed observations of children during their activities, which informs individual planning. This

enables them to build on the next steps in each child's learning and they make very good progress. Staff know their key children extremely well. They record their achievements across the seven areas of learning, which gives them a clear overview of each child's progress. Staff offer a vast array of exciting activities, which they plan in order to enhance each child's skills. For example, they plan a baking activity so that children can practice taking turns to stir the mixture or to read the weights and measures accurately. Staff have a thorough knowledge of the Early Years Foundation Stage and the manager focuses their reflection on their skills and quality of teaching through highly effective questionnaires, which they discuss as a team. This means that their planning and teaching is continually improving so that children's learning experiences are of a consistently high quality.

Parents and carers share information about children's needs. They receive detailed information about their children's activities at the club through daily discussion and photographs and are able to speak to their child's key person each day. Parents make extremely positive comments about the provision as they know their children are safe and thoroughly enjoy their time at the club. Parents are very well-informed about their child's progress and achievements and they contribute to the 'learning journeys'. There is scope to enhance these opportunities for parents to share information so that all parents are engaged in the highly successful strategies to support their child's learning at home.

Children enjoy leading their play and consistently demonstrate the characteristics of effective learning with the skilful guidance of staff. For example, when children decide to make a den from the parachute and other materials and are extremely imaginative in creating their own role play scenarios. Younger children play very well together with the multicultural dolls and act out different roles. A group of children of different ages enthusiastically create models from recycled materials. They really enjoy making large boats, cars or space helmets, which are highly imaginative. Staff help younger children to develop their cutting skills and challenge them to think about the best ways to join different materials using glue or sticky tape. Children are very creative in decorating their models using a wide range of paints, chalks or felt tips.

Children's physical skills are developed exceptionally well as they play outside each day with wheeled toys, balls, hoops, skipping ropes or basketball nets. They enjoy table tennis, football, obstacle courses and have space to run around in the nearby park. A range of music activities encourages children to dance and move around, which they thoroughly enjoy. Many children gain confidence through these activities. Children are given superior opportunities to develop their technological skills through the use of computers and games consoles. Their mathematical skills are effectively enhanced through a wide range of exciting practical activities. For example, they bring fifty pence to spend at the tuck trolley and work out which items they can buy as they add the different amounts. Younger children practise reading and writing skills through their daily activities and in fun, planned activities which focus on their specific needs. As a result, children thoroughly enjoy their time after school, which ensures they are extremely well prepared for the next stage in their learning.

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

Children are provided with inspiring opportunities through which they learn to be independent and responsible. They willingly help to set out the different areas outside so that bikes, balls games and other activities are kept in their own designated areas. This means that all children are extremely safe in their chosen activity. Children really enjoy mixing with other children of different ages from different schools and they develop excellent relationships with one another. Older children are exceptionally kind and caring towards younger children and include them in their games and help them when they need it. For example, an older child helps a younger one to get a snack, then waits and sits with the child until they are finished, which shows care and concern. Children enjoy helping to tidy up and they enjoy chatting as they sit down to have their meals and snacks together. Innovative and highly effective behaviour management means that children respect staff and each other. Behaviour strategies are clearly shared with parents for consistency at home. Children say they like this as they are always treated extremely fairly and with respect. This means that they understand the consequences of their actions and the effects on other children and on their parents. Children are rewarded for positive behaviour and they learn to cooperate with each other through their many team games and shared activities. They are developing an exceptional understanding of the needs of others and how to manage their feelings through sensitive and highly skilled staff intervention.

Children learn to make healthy food and lifestyle choices as they are provided with healthy meals and snacks and have daily fresh air and exercise. They learn about the importance of personal care through discussion, activities and computer games. For example, they play a game about how to look after their teeth and they choose healthy toppings when they make their own pizzas. Children develop high levels of self-esteem through praise and encouragement when they do well or are kind, and their views are valued by staff. They learn to strive for success through hard work and are inspired and motivated by a visit from professional footballers to the club. Staff are exceptionally kind and caring and comfort children if they are upset. They help children to resolve disputes so that they learn to respect others. Children feel extremely secure at the club as new children are assigned a group of 'key children' who help them to become familiar with the routines and include them in their play. Children form close bonds with their key person who is responsible for their learning and well-being. The key person liaises regularly with parents and school staff, which means children's continuing success at school is extremely well supported.

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

The manager is exceptionally well motivated and fires the enthusiasm of all staff. She observes and appraises staff performance through highly effective discussion and regular meetings. The manager ensures that all staff fully understand their roles and responsibilities and this enables them to implement the policies and procedures very effectively. The manager challenges the way staff reflect on the quality of their teaching and planning so that specific improvements are targeted and children's learning experiences are improved significantly as a result. This shows an uncompromising, highly successful and well-documented drive for improvement. Staff attend regular training

courses and are encouraged to further their professional development as far as possible with the help of the manager. This builds on their skills and enables them to plan activities more effectively. There is excellent teamwork and staff develop innovative ways to assist children in their learning and development. New staff receive a highly comprehensive induction to enable them to become familiar with the club procedures and they are supported extremely well. Staff work exceedingly well together to evaluate the provision. Self-evaluation includes the views of parents and children and identifies specific areas for improvement so that the needs of all parties are recognised and acted upon. Staff continually strive to find effective ways to improve learning opportunities for children so that they always make exceptional progress. The manager leads her team with great efficiency and wonderfully inspiring practice in all aspects of the provision. The local early years development officer assists staff in their monitoring of the provision.

Children are exceptionally safe and well cared for at the club. Meticulous policies and procedures are adhered to by all staff and the manager makes regular spot checks on their knowledge of what to do in a given scenario. For example, if an allegation is made against a member of staff or against herself, or how they maintain the correct ratios of staff to children if a child needs individual attention outside the room. Highly comprehensive risk assessments for the premises and for all trips ensure children's utmost safety in all circumstances. The premises are extremely secure and staff ensure all visitors and children are signed in and out in case of emergency evacuation. This is practised regularly with children and they know that they need to exit the building calmly and quietly. All records are exceptionally well maintained and concerns are very well documented which allows staff to monitor these. Robust recruitment procedures mean that all staff are suitable to work with children.

The manager and staff support parents and carers exceptionally well and value their opinions. They complete questionnaires and suggest ways in which they would like the provision to be improved. For example, the weekly menu is managed so that children who attend on the same day each week do not have the same meal each time, but experience a variety. There are very close links with all the local primary schools with which information about children's needs and progress is shared. The club receives school newsletters and staff speak to children's teachers so that their learning is complemented and extended at the club. Staff share innovative ideas and best practice with other local early years providers, such as parents who work in schools and the staff of children's other settings. They have very strong links with other professionals in their excellent support of the needs of all children and their families. The club makes an outstanding and invaluable contribution to children's learning and well-being and to the support of families and is a superb asset to the local area.

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.

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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	EY436965
Local authority	Birmingham

Inspection number	876079
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	68
Name of provider	High Achievers Limited
Date of previous inspection	03/04/2012
Telephone number	07958306738

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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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