

# Baby Gems Playhouse

St. Patricks RC School, 106 Dudley Road, BIRMINGHAM, B18 7QW

## Inspection date

Previous inspection date

25/04/2013

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 excited by the activities on offer. They join in enthusiastically and show high levels of concentration.
- Children benefit from a warm and welcoming environment which is safe and secure. Visual and written risks assessments are carried out to ensure any hazards are effectively minimised. This protects children's safety.
- Children are happy and eager to attend the setting. They have formed good relationships with staff and their peers. As result, they display a strong sense of belonging, which helps them develop their confidence and positive self-esteem.
- Staff make parents feel welcome. They exchange information daily and pass on any messages from school if necessary. This ensures parents are fully informed of their child's daily activities and progress.

### It is not yet outstanding because

- There is scope to enhance children's independence and self-care skills during meal times.
- Opportunities for children to play and extend their learning in the outside environment have not 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to staff and the provider at appropriate times and looked at a selection of policies and children's records.
- The inspector chatted with children during their activities.
- The inspector took account of the views of parents spoken to on the day of inspection and children's questionnaires received.

## **Inspector**

Karen Cooper

## Full Report

### Information about the setting

Baby Gems Playhouse registered in 2012 and is one of two settings managed by the company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from a separate building in the grounds of St Patricks RC School in the centre of Birmingham. It also has use of the sports hall and the computer suite on the first floor and the school playgrounds. The setting is open to children who attend the school, and staff walk to collect children from another local school.

The setting opens Monday to Friday during term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 12 children on roll, one of whom is within the early years age group. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

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

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

- involve children further in the preparation of food and provide opportunities for children to serve themselves to support their independence skills
- enhance opportunities to use the outdoor play environment to fully support children's all-round development.

## Inspection judgements

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

Children happily enter the setting and are keen to participate in the activities. They have access to a variety of age-appropriate toys and resources and make choices about their play. Children have lots of fun playing card games, particularly 'Snap', and show their delight when they match the correct cards to win the game. As a result of the enjoyable activity, children are helped to concentrate for long periods of time and develop their simple problem-solving skills. Children happily chat with staff and each other about their school day, and staff listen with interest to what they have to say. This helps them to feel valued and promotes their personal, social and emotional development.

Children enjoy relaxing on soft cushions to look at books, and younger children are becoming competent at copying letters in their name. Younger children are encouraged to label their own work and practise making marks in a variety of ways, such as painting,

drawing and colouring. Children are able to complete school homework, and the use of phonic worksheets encourages younger children to gradually link the word to its meaning and extends their enjoyment and learning. As a consequence, children develop their communication language and literacy skills. Lots of opportunities are provided for children to increase their understanding of how things work. For instance, they use the school computers on a regular basis. As a result, younger children are becoming competent at logging on to the computer and navigating the cursor around the screen.

Children use their imagination in a variety of situations and particularly enjoy dressing up, for example, as familiar people in the community. They are able to express their creativity and join in a range of craft activities, for instance, baking, painting, collage and modelling. Children confidently use a wide variety of large and small equipment. They use paintbrushes, pencils, crayons, wax crayons and scissors. This enables them to develop their physical skills. Children have access to a range of toys and resources which acknowledge cultural differences and help raise their awareness of diversity. This supports their understanding of the world they live in.

Staff plan a good range of play opportunities to help promote children's progress across all areas of learning. This ensures children remain interested and have fun. They demonstrate that they know the children well. They observe them during their play, record their achievements and use the information to inform future plans and to monitor their progress. They regularly evaluate the planning of activities and children's progress, and act on the findings in order to maximise learning opportunities. As a result, children are acquiring the skills for the next steps in their learning. Staff also record children's self-initiated play, and use this to ensure that their interests are used as a basis for future learning. Children's learning journey records are regularly shared with parents, and this helps them to support their children's learning at home.

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

Children have developed warm and caring relationships with their key person and with other staff and their peers. They understand boundaries because they are involved in negotiating the setting's 'rules', such as to respect each other, to listen to the staff, no arguing and to take turns. Staff are good role models of behaviour and attitude, and children follow their example. As a result, children are learning about acceptable behaviour. Staff consistently praise and encourage children, such as when older children show kindness and offer help to the younger ones. This promotes children's self-esteem and helps them to feel a strong sense of belonging.

Parents are aware of their child's key worker, and prior to starting the setting staff request that parents complete an 'all about me' form. This enables them to meet children's individual needs. As a consequence, children benefit from continuity in their care and learning to support them to make the transition between home, school and the setting. Children confidently move around the available space, and toys and resources are organised effectively to encourage children to make choices about their play. This helps to play an active role in their learning.

Children are familiar with the daily routine and know to wash their hands before eating. This promotes their understanding of good hygiene habits. Children are provided with a variety of freshly prepared meals which encourage them to eat healthy. All meals are prepared on the premises. However, there is scope to involve children more fully in the preparation of these so that their independence skills are further developed. For example, children have limited opportunities to serve themselves. Children enjoy the meatballs and pasta that they have for tea, and fresh fruit and salad are provided for snack. Children comment that one of best things about attending the setting is the meal choices, in particular they love the Yorkshire pudding, vegetables and gravy, and cereal and custard. Meal time is a relaxed, social occasion when children sit together around the table to enjoy their food and each other's company. Fresh drinks are readily available. Staff are fully aware of any children who have allergies to specific foods and ensure their health needs are met.

Children are encouraged to understand how exercise helps them to stay healthy. They enjoy dancing to music and join in organised games, such as football and rounders. However, opportunities for children to play and extend their learning in the outside environment have not been fully embraced to aid their enjoyment. Children develop a good awareness of how to keep themselves safe. For example, staff practise the fire evacuation procedure with them to ensure that they know what to do in the event of an emergency. This reinforces safety messages. In addition, road safety awareness is always promoted during walks from school.

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

Management ensure that the safeguarding policy is implemented throughout the setting. Senior staff have been trained as designated safeguarding officers, and all staff have completed safeguarding training and paediatric first aid qualifications. As a result, staff demonstrate that they have a secure knowledge of the possible signs and symptoms of harm and the procedures to follow if they have any concerns. This ensures that children are well protected. Robust vetting and recruitment systems ensure staff are suitable to work with the children. All staff hold a level 3 early years qualification and attend regular training to update their knowledge. They have a good awareness of security and carry out daily safety checks on the premises to ensure that they are safe and secure. Staff ensure children cannot leave the premises unsupervised and that there can be no unauthorised access to children. There are effective arrangements for admitting visitors and for handing children over to their parents and carers. This promotes children's safety.

The management team are keen to continually improve their practice so that the best quality care and learning for children is provided. Staff are monitored effectively and have regular meetings to discuss their training needs. Team meetings are held regularly and all staff are able to contribute their ideas to develop the setting. As a consequence, staff feel valued and work well together. This is reflected in the happy atmosphere created for children. Everyone's views are valued, including those of parents and children. Questionnaires are provided and carefully analysed. The information is taken into account to help to identify strengths and prioritise development that will improve the quality of

provision for all children.

Positive partnerships have been established with parents. It is evident from discussions with parents that they are happy and value the service provided. For example, one parent stated that 'staff are very friendly' and that their child 'loves to attend'. Information is shared with parents through ongoing dialogue, policies and procedures, and details posted on the notice board. Children benefit from the effective links that staff have established with the schools that they attend. Staff share children's progress with teachers to further aid transition and to promote consistency in children's care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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>	EY456185
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	890011
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Baby Gems Playhouse Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07949 106798

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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, which are usually the childminder's 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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