

Handsworth Day Care Centre

32/34 St. Peters Road, Handsworth, Birmingham, West Midlands, B20 3RR

Inspection date

10/04/2013

Previous inspection date

08/09/2008

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 who speak English as an additional language make good progress as staff provide individual support through carefully managed activities, which children enjoy, and provide them with additional challenge.
- Children enjoy a healthy diet and are encouraged to become involved in a healthy lifestyle through well-prepared, home-cooked meals and regular outdoor exercise.
- Effective leadership and a skilled team of staff are dedicated towards developing and improving the service for all children, which results in children making good progress in their learning and development.
- Children are developing a strong sense of responsibility as they enjoy helping others and making friends. This enables them to make good progress in their independence and prepares them well for their move into full-time school.

It is not yet outstanding because

- There is scope for more play resources to be stored at children's height so that older children can make further independent choices.
- There is room to develop further opportunities for parents to access their child's assessments records and encourage them to contribute information about what their child does at home, so staff can use this to further support children's ongoing learning.

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 carried out a joint observation of children's activities and the interaction between staff and children, with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day.
- A range of documentation including children's assessment records, planning and policies were looked at by the inspector.
- The inspector held a meeting with the manager of the nursery.
- The inspector talked to staff and children during the inspection.

Inspector

Susan Rogers

Full Report

Information about the setting

Handsworth Day Care Centre was registered in 1971 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted two-storey domestic premises, and is managed by a management committee. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, and one has a level 6 qualification.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 23 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- further enhance opportunities for parents to share information about what their child does at home to contribute towards planning for children's ongoing progress
- provide older children with further opportunity to make independent choices in their play, for example, by making a greater choice of play resources easily accessible at child height.

Inspection judgements

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

Children are making good progress in their learning and development. Planning considers the needs of each child and takes account their favourite activities to ensure they enjoy their learning. Children's assessments are clear and inform the planning through identifying the next steps in their development. Children who speak English as an additional language are very well supported. Staff speak a variety of languages, and so are often able to communicate in the child's home language if needed. Staff are skilled at initiating one-to-one activities with children so that these are carefully tailored to children's level of understanding. They use games and pictures to help children develop their understanding of English and gain confidence in using newly learned words. Skilful questioning techniques are used to sustain children's interest and encourage them to

actively participate. Staff continually observe children's responses to each learning experience and build on what they know to create further challenges. Carefully worded explanations encourage children to listen and respond positively to staff guidance and instructions. Through this, children gain greater enjoyment from their play as they understand more and know staff are there to support and enhance their experiences.

Outings to local places of interest enhance children's knowledge of the wider world. The nursery encourages parents' involvement in their child's development to continue with their learning when they return home. Parents are welcomed into the setting during arrival and departure times so they can see the play environment and the displays of children's work. Parents are invited to attend trips to the seaside where they can share aspects of their child's learning. An 'all about me' form is completed before they start, where children's care needs and abilities are documented. Staff also meet with parents to discuss their child's individual needs so these are continued when the child starts at the nursery. Parents are kept informed of their child's ongoing progress through discussions and regular parents' evenings. However, opportunities for parents to share information about their child's learning from home are not fully exploited so that staff can take this into full account to inform ongoing planning. New tracking systems, in line with the early learning goals, are developing well to ensure any gaps in learning are quickly identified and planned for.

Children thoroughly enjoy playing with their friends during role play. They work together as a group and decide what roles they will play. They select costumes and hats that help them get into role and confidently put on dresses and help each other take these off. Children decide they want to be hairdressers and include each other in their imagined scenario by brushing each other's hair and styling dolls' hair. This promotes children's language skills and confidence as they tell each other what they are doing. Staff support children's creative play very well. They prepare activities in advance so that children can select from a wide range of play opportunities. They actively allow children to take the lead during play, and listen carefully to their responses. They then ask carefully chosen questions when the time is right that add further challenge and extend children's curiosity. This ensures children benefit from valuable learning experiences that stimulate their interests. Children learn about number and shape as they use the computer. Staff extend children's understanding by asking what shapes they see and asking children to count and compare greater and smaller numbers. Staff further extend children's understanding of mathematical language as they encourage them to think about full and empty bottles during water play. These activities provide children with very good preparation for the next stage in their learning and as they move into full-time school.

Children are learning to be confident and independent. They are familiar with the daily routines and know what comes next. They are kind and considerate to each other. If they do not speak the same language as other children, they confidently use alternative ways of communicating through signals and gestures. This demonstrates children's kindness and consideration towards others. They are helpful and eagerly include each other in their play. Children clearly enjoy their friendships and they kindly hold hands with less-confident children. They enjoy the responsibility of guiding them through more challenging activities, such as going down the slide and using the wheeled toys.

Children's interest in books is actively promoted because these are readily available. Comfortable cosy areas for children to sit and read to each other are well placed and accessible. They confidently share books with each other, remembering poignant aspects of their favourite stories. Younger babies confidently explore their own room. They use strategically placed furniture and equipment to help support their emerging walking skills. Soft flooring encourages babies to be adventurous in their play as they freely explore and extend their physical skills. Staff carefully model language for babies, making sure they maintain eye contact and link new words to familiar objects. This ensures children make good progress as they acquire new language skills. Children are encouraged to develop their creative ideas as they use paint and pencils to create images of their own choice. Staff talk to children about the colours they are using and what they are painting. This enables children to feel fully supported as they play, as they know that their achievements and efforts are praised and valued.

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

Children feel secure and have formed positive relationships with key persons who they trust. They confidently approach staff and ask questions or are comforted by caring and considerate staff. Staff are very supportive in their care of all children. They have good knowledge of their individual care needs, which ensures the care provided accurately matches their needs and routines from home. Children behave well and are guided sensitively by staff in being kind towards others. They are learning about the needs of others and how to talk about their feelings when they are upset. Staff successfully guide children towards positive resolutions when there are disagreements. This encourages children's understanding of the needs of others. Many of the children have formed friendships with others and enthusiastically include them in their play activities. They are helpful during nursery routines, for example, they help clear away their plates at lunch time and even younger babies make efforts to put toys into a basket. This provides children with very good skills that are essential for the next stages in their development.

There is a wide range of technology that children confidently use that includes an interactive board and computers in all of the play areas. Children use these frequently throughout their play, which promotes their understanding of how technology can be used for a range of purposes. Effective planning allows all areas of the nursery to be used creatively and enables toddlers and pre-school children to exchange rooms at designated times. This provides easier access to the outdoors for the pre-school children and enables toddlers to become accustomed to the pre-school room. This actively helps the younger children in their transitions as they move rooms in the nursery.

Children thoroughly enjoy using the outdoor play area where they use climbing equipment and swings. This encourages their enjoyment of a healthy lifestyle as they enjoy the exertion and additional challenges. Older children climb the nursery stairs to the first floor playroom, and all children take part in planned fire drills. This actively promotes their understanding of risk as they explore their play areas and enjoy outings. Staff carefully supervise children's activities and continually ensure that the play areas are safe and stimulating. As a result, children enjoy their activities and are eager to explore and tackle new challenges. There is, however, further scope for older children to be able to choose

and access some play resources that are stored above their eye level.

Children enjoy wholesome cooked meals and snacks that include wide variety of fresh vegetables and fruit. Discussions at mealtimes encourage children to identify with a healthy lifestyle and decide which foods they prefer. The nearby bathrooms encourage children to further develop their independence, and they develop an understanding of why they need to wash their hands before meals. Children are well supported as they move into different rooms within the nursery. This is carefully planned after discussions with key staff and the child's parents. Staff ensure they accompany children on planned visits to their new room and that new staff are thoroughly informed of children's abilities and individual needs before any transition takes place. Close team working within the staff group ensures that valuable information regarding each child's needs is successfully exchanged. This makes sure that the transfer between rooms is seamless and a positive experience for the child.

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

Strong management leads a dedicated and skilled staff team. The committee responsible for the nursery also take an active role and provide advice and support for the manager. Staff fully understand their responsibilities towards the children in their care and have a good understanding of the Statutory framework for the Early Years Foundation Stage. Skilled monitoring of children's learning is in place, which ensures that children make good progress all areas of their learning and development. Management and staff meet frequently to review and discuss progress. These opportunities enable staff to support each other and share the positive aspects of their practice and expertise. The methods used to measure how effectively the nursery is progressing are far reaching. This takes into account the opinions of staff children, parents and outside agencies. This is well documented, identifies strengths and weaknesses, and drives forward feasible developments and further improvements. Staff regularly reflect on their practice and the progress of all children. The regular team meetings are used to discuss children's responses to activities and how these can be adapted to meet their individual needs. This results in a well-balanced range of learning opportunities that meet each child's individual needs. The manager and staff are eager to extend their skills and have started to share practice with other settings. This provides staff with further knowledge that enhances learning opportunities for all children.

Staff recruitment is robust, and a comprehensive induction and ongoing support from the manager increase their confidence and skills. There are regular appraisals, supervision of their childcare practice and opportunities to access training. Staff are very well supported as they work towards further professional qualifications. The manager also leads training for the staff that reflects the current needs of the children in nursery. The staff team share the management's vision of further progression and improvement. They are all supportive, of one another and readily share with each other their skills and knowledge.

Safeguarding arrangements are strong as staff have good awareness and experience. The manager has attended designated person training and ensures all staff access

safeguarding training and have this included in their induction. Staff are fully aware of where to access support for children who have an identified need. This ensures that the gap is firmly closing for all children as they are able to make good overall progress. Children who speak English as an additional language are very well supported as staff provide well-targeted individual support. There are established links with local schools where older children will transfer. This enables valuable information regarding children's progress to be transferred when they move on to school and positively supports their transitions.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	229031
Local authority	Birmingham
Inspection number	908329
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	23
Name of provider	Handsworth Day Care Centre Committee
Date of previous inspection	08/09/2008
Telephone number	0121 523 7578 or 0121 515 3662

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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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