

Albert Bradbeer Children's Centre and Footsteps Daycare

Albert Bradbeer Primary School, Longbridge Lane, BIRMINGHAM, B31 4RD

Inspection date	13/08/2013
Previous inspection date	21/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Overall, children make good progress in their learning because staff provide them with an interesting and stimulating range of activities, both indoors and outside.
- Children's learning is enhanced because staff share lots of information with parents to enable them to extend children's learning at home. Parents are invited to contribute to the management of the provision through involvement in the parents' forum.
- Children receive care that is consistent with their individual welfare needs. Their entry to and transfer out of the provision is well managed to ensure their needs are met.

It is not yet good because

- Managers do not always have easy access to records required to demonstrate how they meet the requirements of the Early Years Foundation Stage. In addition, there has been a breach in registration in relation to recent changes to the types of care offered.
- There is scope to further enhance children's progress through even greater focus on their individual next steps within the delivery of planned activities and events.
- Staff are yet to receive quality feedback on their performance, for example, through observations made by peers, or for such detail to inform their performance targets. Self-evaluation and review is yet to ensure all required areas for improvement are identified, prioritised and planned for.

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.

Inspection activities

- The inspectors observed activities throughout the provision in both indoor and outdoor spaces.
- The inspectors spoke with the manager, deputy manager and staff at appropriate times throughout the day.
- The inspectors looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspectors took into account the views of parents through discussion and from reviewing the minutes of parent forum meetings.
- The inspectors observed activities in the baby room, toddler room and pre-school room, the outside learning environment and children having their snacks.
- The inspectors engaged in conversations with children throughout the inspection.

Inspector

Jennifer Turner

Full Report

Information about the setting

Albert Bradbeer Children's Centre and Footsteps Daycare was registered in 2008 on the Early Years Register. Immediately after the end of the inspection, the provision was granted registration on the compulsory part of the Childcare Register. It is situated in purpose-built premises within the school grounds of Albert Bradbeer Infant and Primary School in Longbridge, Birmingham. The provision serves the local area and is accessible to all children.

The provision employs 20 members of childcare staff, 19 of whom hold appropriate early years qualifications at level 2 or 3. The deputy manager holds a degree, and one further member of staff holds a foundation degree. The daycare provision opens Monday to Friday for 50 weeks of the year. It is closed for a week at Christmas and a week at Easter. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 66 children on roll who are within the early years age range. The provision provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure records are always easily accessible and available to support the safe and efficient management of the setting
- improve the performance management of staff, with particular regard to introducing peer observations and providing staff with feedback and actions relating to their individual development needs.

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

- develop the learning potential of activities through an even greater focus on children's identified next steps
- extend self-evaluation to ensure all weaknesses in practice are effectively identified, and to ensure strong links between identified priorities and plans for improvement.

Inspection judgements

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

Overall, children make good progress in all areas of learning and development, which prepares them well for their future learning in school. Staff make good use of their regular observations of children to assess the progress they are making. However, there is some minor variation between staff practice in how and when they identify children's next steps in learning, and how these are then considered within the well-planned activities that are provided. While children do make good progress overall, there is potential for their learning to be extended even further through greater focus and a more consistent approach amongst the staff team. Nevertheless, weekly planning covers the seven areas of learning well, with planned activities and play helping children move forward in their development. This is also applicable to the planning for children with special educational needs and/or disabilities, which identifies their specific learning and development needs and how these will be supported, for example, through one-to-one interaction with key staff and physiotherapy sessions delivered within the provision. As a result, all children are progressing well towards the early learning goals. Staff use picture cards, signing and words to help children communicate, including those learning English as an additional language. This means that children receive good levels of support to extend their literacy, communication and language skills.

The baby and toddler rooms are very well resourced and colourful, providing a range of sensory activities that encourage children to explore by touching and shaking. Children enjoy feeling the texture of the coloured sand, finding hidden dinosaurs and pouring these into different sized cups. Outdoors, children aged two years become fascinated when watching bees hovering over bushes, observing from a safe distance. Staff introduce new words to develop children's language, for example, when talking to them about the bees, and the way in which they collect nectar from the plants, which they then take back to their hive and turn into honey. Children's language and communication is further enhanced as they sing familiar rhymes and songs, such as a song about the colours of the rainbow, while also signing along in Makaton. Toddlers enjoy using their imaginations in the role play area, which is transformed into a travel agent. They look at holiday brochures and talk about the different places they have visited with their families.

Some of the children within the pre-school room are incredibly confident. For example, they actively make decisions about how they spend their time, engage in conversations with newly introduced adults present in their base room, and confidently speak out in group discussions. They relish opportunities to play outdoors and develop physical skills and control as they, for example, ride on wheeled toys. The outdoor play space is actively used by staff to enhance children's learning. For example, pre-school children paint outside with water, making marks and letters and writing their names. In turn, this helps to enhance children's early writing skills.

Children grow a range of vegetables, such as potatoes and carrots. Pre-school children excitedly prepare for a teddy bears picnic, creating bear masks, helping to prepare and cook a pizza and picnic food, as well as bringing in their own teddies from home. Even the

rain does not spoil their enjoyment as they choose instead to have their picnic indoors. Staff apply good teaching methods to help create an outdoor feel indoors by scattering flower heads over the picnic blanket to add to children's experience. Children warmly welcome visitors to join in with their picnic and openly communicate, demonstrating their very good language skills. They experience natural materials, such as shells, wood, twigs and pine cones, within their daily play, using these to create tree towers and dens for toy insects. During such times they learn through their senses and critically think about how they can create the tallest tower and stabilise their structure. Staff encourage children's thinking and add to their experience by, for example, suggesting that children cut out leaves to add to their creations. Resources are readily accessible to both children and staff to enable this extension to the activity to take place. Despite occasional missed opportunities to enhance children's learning and progress further, such as helping children take pictures of their creations, teaching is good. Staff ask questions, implement suggestions and know when to let children take the lead in the activity, for example, as they become absorbed in their junk modelling.

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

Despite some weaknesses regarding the organisation of documentation and the registration overall, children's safety is suitably promoted through risk assessment arrangements. They are well supervised by staff and explore their secure environment freely and with confidence. Children are conversant with agreed safety practices within the provision, such as sitting on chairs at the table when engaging in cutting activities with scissors. In addition, they are helped to understand the actions to be taken in the event of an emergency evacuation, and why they should walk indoors rather than run. This helps them learn about risks and how to keep themselves and others safe. Overall, children demonstrate a clear understanding of the importance of washing their hands at appropriate times, and have access to suitable hand washing facilities. However, at times staff miss opportunities to extend children's knowledge of the impact of effective personal hygiene on their health. In addition, when talking about why fruits, such as raspberries, are wet at snack time, children's questions are not fully answered by staff in line with their level of understanding. For example, although staff explain that the fruit is washed because it has come from the supermarket, they do not enhance children's learning further through explanations of why this is important to children's good health. Nevertheless, snacks and meals are always healthy and include plenty of fresh fruit and vegetables. Children throughout the provision engage in physical activity each day in well-resourced outdoor play areas. This provides them with the opportunity to expend energy as they engage in physical play, while also helping them to develop an understanding of the effect exercise has on their bodies.

Children are happy and confident and enjoy spending time with familiar and trusted staff. They settle quickly and feel secure because staff are kind and caring, and there is a warm and welcoming atmosphere in the provision. The environment is very well resourced, with equipment that promotes children's learning to a good level given their age and stage of development. The key person system operates very well, which helps children to settle when they first start to attend as well as when they move into a new room. These times of change are managed well, with children benefiting from a gradual introduction and

transfer, while being well supported by both their old and new key person. Parents and key people exchange important information about children's experiences each day, ensuring that all those involved in the care of the children are suitably informed. In turn, this ensures that children benefit from consistency between their time at home and when at the provision. Clear information is gathered from parents at the start of a child's placement, with the detail gathered being well considered by managers and staff when planning and implementing care for the children. This is also applicable to more detailed care plans that are devised and implemented with parents and other professionals to ensure that the needs of children with special educational needs and/or disabilities are met. Children's transition to school is suitably managed through developing links with local schools. School teachers are invited into the provision, as well as staff taking children to visit their new schools. Appropriate information is exchanged to support a smooth transfer for them.

Children develop many of the skills that will support them in their future education. They form friendships with their peers, and staff provide experiences that require children's cooperation and communication. Babies and toddlers are well cared for and enjoy warm relationships with key members of staff, and older children become independent and confident in making decisions. For example, pre-school children confidently tell staff when they are ready to go inside after a period of time playing outdoors. Staff promote children's freedom of choice by ensuring that there is a suitable selection of age-appropriate toys and equipment readily available to them. Children behave well. They display good manners and share and take turns. Although in general staff manage any minor behavioural issues well, there are occasions when opportunities are missed to extend children's understanding of how their actions may impact on others. For example, explaining to children why another child's tower should not be knocked over and how this may make the child feel. This minor weakness is recognised by managers, but they are yet to use peer observations or feedback from these to point these omissions out to staff. Nevertheless, children are motivated to learn and engage in the life of the provision because staff praise their good behaviour and recognise their effort and achievements.

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

This inspection was carried out following concerns raised about general suitability matters, training, support and skills of staff, and staff management of children's behaviour. In addition, concerns were raised regarding the provision for food and drink, risk assessment and how the provision promotes equal opportunities. The inspection finds that the provision is fully inclusive and that equality of opportunity is promoted with success, ensuring all children's needs are met. Risk assessment is thorough, which ensures the premises are safe and secure. Children enjoy healthy meals and snacks, and mealtimes are a social occasion when they sit with staff and their peers. Staff have been suitably vetted, and, overall, they receive suitable levels of support to enable them to carry out their roles. However, feedback received from managers regarding their practice is not always specific to their individual strengths or areas for professional development. This relates in part to how staff extend children's awareness of how their behaviour can affect others. Nevertheless, behaviour management techniques are acceptable and in line with

the behaviour management policies and procedures of the provision, and staff have good opportunities to access training.

In other respects, the inspection finds that the provider has failed to ensure that the provision is correctly registered with Ofsted for the types of care provided. For example, at the time of the inspection a play scheme was operating for children aged from five to eight years. Despite this service being offered for the first time, the provider is in breach of their registration with Ofsted. This is due to the provider's failure to ensure that they are registered on the compulsory part of the Childcare Register in addition to the Early Years Register to enable them to provide care for these older children. While registration on the Childcare Register was secured immediately after the inspection, this breach demonstrates a weakness in the provider's knowledge, particularly in relation to keeping Ofsted informed of significant events. That said, the inspection finds that older children are safe, well cared for and enjoy their time at the provision; therefore, the impact on them is fairly minimal.

Leaders and managers follow effective procedures for staff recruitment, induction and vetting. However, although they were eventually made available for inspection, records relating to staff suitability are not easily accessible and available to managers, as per the requirements of the Statutory framework for the Early Years Foundation Stage. Nevertheless, all staff do have a suitable Disclosure and Barring Service Check in place, which ensures that children are cared for by adults who have been deemed suitable. Detailed safeguarding policies and procedures are in place and are fully understood by all staff working within the provision. They are also routinely available for parents and visitors to view, which ensures they are informed of the action that would be taken in the event of a concern about a child attending. The manager, deputy and staff have a good knowledge of child protection referral procedures, and also of the known indicators of abuse. Appropriate action is taken if concerns are identified, which promotes children's safety and welfare.

In the main, staff receive suitable support from managers, for example, through opportunities to engage in discussions during room meetings and through supervision arrangements. This helps managers and staff to identify some of the staff's training needs and contributes towards their professional development. However, managers have yet to extend support arrangements to include, for example, peer observations to help develop staff's knowledge, understanding and practice through specific actions relating to their individual needs. This is due to current appraisal systems focusing more on generic actions for development that are applicable to all staff. Regular meetings also take place between managers and staff to review the provision's practice. However, although some of the weaknesses found at inspection have previously been identified as areas for improvement, plans to tackle these areas are either currently being embedded or are yet to be actioned. This means that the impact on children is yet to be seen. This shows there is still room to develop and enhance improvement strategies within the provision, with particular regard to how the setting meets and develops the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Nevertheless, good attention has been paid to the monitoring of the learning and development requirements to ensure that all children make good progress from their starting points, and through an interesting and stimulating educational programme. Parents and children are actively encouraged to

implement their ideas and suggestions about the running of the provision, with all feedback considered by managers and staff.

Managers and staff are well aware of the benefits of working in partnership with parents and other professionals. They recognise that these help to provide a quality service, support children's transitions and promote consistency of care. Children with special educational needs and/or disabilities are well supported through close partnership working with the area special educational needs coordinator. Individual education plans are well targeted and implemented within daily activities and routines to ensure children make good progress at their own level. Managers and staff are committed to gaining resources to ensure children's specific needs are met; fundraising and seeking funding as appropriate. This helps to create a fully inclusive environment for the children, allowing all children to engage in activities. Managers and staff continue to try and make links with the local schools children will eventually move on to, and actively try to engage with other providers delivering the Early Years Foundation Stage. They recognise that this promotes continuity in children's early years experience and in preparation for their eventual move to school. Relationships with parents are open and friendly, and staff provide them with daily verbal feedback about their children's progress and welfare. The use of 'Ask me' booklets ensures successful exchanges of information between parents and staff. Parents are invited into the provision to spend time with their children during workshops or when they take the children out on trips. Parent forum meetings encourage parental involvement in decision making about the provision. Twice yearly parents' evenings provide good and more formal opportunities for staff and parents to share information about children and the progress they are making. Observation and assessment records are available for parents to view at any time. Notice boards provide parents with plenty of information about events and experiences provided and planned for their children. This means that parents are better placed to support their children's learning at home and also in the provision. Parents interviewed during the inspection express their satisfaction with the care their children receive, and children themselves are happy and content within the familiar environment.

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	EY371382
Local authority	Birmingham
Inspection number	932048
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	66
Name of provider	Albert Bradbeer Primary School Governing Body
Date of previous inspection	21/11/2008
Telephone number	01216759200

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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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