

Little Folks Nursery and Out of School Club

Kingsbury School, Kingsbury Road, Erdington, BIRMINGHAM, B24 8RE

Inspection date	13/09/2013
Previous inspection date	02/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Met
How well the early years provision meets the needs of the range of children who attend		3
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

- The club is suitably resourced with a range of toys and equipment that are accessible to children, so they can choose their own play activities.
- The self-evaluation of the club takes into account of the views of children, so that any changes made lead to improvements for children.
- Staff are supported in their professional development through training, regular appraisals and peer supervisions, which ensures they are suitable for their role.

It is not yet good because

- The area used to prepare children's food and snacks is not suitably equipped and some areas are not maintained in a hygienic condition.
- The two-way flow of information between parents is not consistent as parents are not kept informed of the meals that are available to children.

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 held a meeting with the owners and manager and talked to staff during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of staffs' suitability and a range of policies and record keeping procedures.
- The inspector looked at children's development folders, children's files and a selection of policies and daily records.

Inspector

Susan Rogers

Full Report

Information about the setting

Little Folks Nursery and Out of School Club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is run by Mishi Nurseries Limited. It operates from dedicated rooms in Kingsbury School, Birmingham. The children share access to a secure outdoor play area and parts of the host school. The setting is accessible to all children.

The club employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and one member of staff has a level 6 qualification. The club opens Monday to Friday all year round. Sessions are from 7.30am until 6pm and from 3.15pm until 6pm during the school term. During the school holidays sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 45 children on roll, one of whom is within the early years age range. At the time of the inspection there were no children attending, who are in the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that the area which is used to provide meals, snacks and drinks for children is suitable and maintained in a hygienic condition.

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

- maintain a regular two-way flow of information with parents and/or carers, so that they are informed about children's menus and the food that is served in the club.

Inspection judgements

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

Through discussion staff describe how they plan for individual children's progress using their observations of children's activities to complete children's assessments. Documentation shows that staff observe children's activities on a regular basis, which enables their progress to be recorded and tracked, so that individual areas of learning are followed. Key persons describe how they support children's communication skills by providing opportunities for children to discuss what they are doing. They describe how

they ask questions that encourage children to think critically as they build on what children already know. Staff describe how they use their knowledge of children's interests and play preferences to plan learning opportunities and direct children's play activities during adult-led activities. They demonstrate through discussion and documentation that they assess children's abilities when they start attending the club. They also describe how they work alongside schools by discussing children's progress with their teachers and passing on information to parents at the end of the day. They describe how they support parents in their role by sharing details of the activities their child has enjoyed during the session. Staff demonstrate how they support children who speak English as an additional language by learning some key words from parents and by ensuring all children are included. Staff demonstrate how they support children in the development of their mathematical skills by using number and mathematical language throughout their everyday activities. For example, by encouraging children to calculate how many cups and plates are needed at tea time. Staff also demonstrate how they encourage children to use board games to further develop their mathematical skills and help children form friendships with each other. They describe how the play environment is organised to encourage children to explore and lead their own play. For example, by ensuring there is a range of activities available. These include dressing-up clothes and construction bricks, which enable children to create imaginary scenarios and develop their problem solving skills. Through discussion, staff explain how they support children's enjoyment of reading as they use the book corner through reading children stories and helping them understand that text carries meaning. They demonstrate how they make paper, paint and pens available at each session, so that children can make marks and practise and develop their writing skills. Staff explain that they support children throughout all activities through the generous staff ratio and by joining in with children's play and activities.

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

Through discussion, staff demonstrate how they form effective relationships with children through the key person system. They demonstrate through documentation how they collect information from parents before their child starts at the club, so they can plan for each child's further progression. Staff demonstrate through documentation and discussion how they exchange information with parents daily regarding their child's progress. However, the two-way flow of information is not fully effective as the club does not inform parents of the content of the menu and the meals and snacks that are provided by the club. Staff describe how they promote children's independence through encouraging them to make their own sandwiches at teatime. They also encourage children to clear away toys and equipment at the end of the session. Staff demonstrate through discussion how children's positive behaviour is promoted through explanations and through staff being positive role models. Staff describe how they encourage children to explore their environment and make informed choices regarding the play activities they prefer. They describe how children enjoy outings during the school holidays to local parks and community venues. This enables children to learn how to keep themselves safe outdoors and extends their knowledge of the wider world. Through documentation and discussion the manager describes how staff are vigilant and ensure children's safety is maintained during activities by having an appropriate staff ratio.

Children have access to physical exercise outdoors and indoors. Staff explain that children enjoy using the nearby playground and use hula hoops indoors to extend their physical skills. Children are provided with a hot snack after school and staff demonstrate through discussion how they explain to children about a healthy diet. The play environment is spacious with a range of activities available to children. The host school allows staff and children to access different areas of the premises, which include the library and indoor dance studios. Staff explain that this enables children to experience a wider range of activities. The manager explains that they protect children's welfare needs by ensuring that all staff have first aid qualifications and food hygiene certificates. Although, in most areas of the club there is a satisfactory standard of hygiene, some areas of the kitchen used to prepare children's teatime meal are not hygienic. The waste bin is uncovered and there is a lack of suitable work surfaces where staff can prepare food. Therefore, children's health is not fully assured.

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

Through discussion and documentation, the manager describes how the club staff monitor the educational programme through planning for individual children's needs, so that children are provided with a suitable range of activities. Staff recruitment is sound as the club ensures all staff are vetted prior to working with children. They are supported through regular training, appraisals and staff meetings that enable staff to contribute towards further development and improvements in the club. Staff also gather the opinions of children through questionnaires and discuss children's progress with their parents when they collect their child. Staff demonstrate through discussion how they form partnerships with additional agencies and the schools that children attend, which enables them to support the wider needs of all children, including those with special educational needs and/or disabilities. Staff describe how they effectively organise children's journeys to school in the club mini bus and as they are collected from their school at the end of the day.

The manager demonstrates how children are appropriately safeguarded as staff have a suitable understanding of what would concern them regarding a child's care. Staff have attended safeguarding training and there is a suitable policy in place that is shared with parents. The registered person demonstrates that she investigates any concerns promptly and efficiently to ensure safeguarding requirements are met. Through documentation and discussion the club demonstrates that there are plans in place to further improve the provision using the opinions of staff, children and parents to inform further developments.

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 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	EY428000
Local authority	Birmingham
Inspection number	932951
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	45
Name of provider	Mishi Nurseries Limited
Date of previous inspection	02/05/2012
Telephone number	01213273815

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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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