

# Grove Community project at James Watt School

James Watt School, Boulton Road, BIRMINGHAM, West Midlands, B21 0RE

<b>Inspection date</b>	10/12/2013
Previous inspection date	16/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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		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 effectively safeguarded. This is because staff understand their responsibilities regarding child protection and promptly identify and minimise potential risks to children's safety.
- The quality of care and teaching is good. Consequently, children are happy, motivated and settle readily into play and routines on arrival at the club.
- Staff have formed good relationships with parents and the staff team at the school children attend. Regular communication between all parties means that important information is effectively shared and used to promote children's well-being and progress.
- Staff work well together and clearly enjoy the job that they do. They routinely reflect on their practice and are constantly looking for ways to raise quality and improve further the experiences that they plan and provide for children.

### It is not yet outstanding because

- There is scope to create a more homely environment within the club, and therefore, increase children's comfort and sense of security.
- Opportunities that arise during snack times are not always maximised to build on children's sense of responsibility and enhance their independence skills.

## **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 inspected conducted a tour of the premises.
- The inspector spoke with management and staff at appropriate times throughout the inspection.
- The inspector interacted with children throughout the inspection.
- The inspector observed activities throughout the out of school club in both indoor and outdoor spaces.
- The inspection carried out a joint observation with the manager of children engaged in a planned activity.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Carol Johnson

## Full report

### Information about the setting

The Grove Community project at James Watt School was registered in 2006 and is a satellite service of the main Grove Community Project. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. This before and after school club is run by a committee and is located within the grounds of the James Watt School in, Handsworth, Birmingham. The club uses a self-contained community room with a ramped entrance enabling wheelchair access. The adjacent school playground and field are used for outdoor activities.

The club provides care for children aged from three to 12 years. There are currently four children on roll in the early years age range. The club is open from 8am until 9am and 3.20pm until 6pm, each weekday Monday to Friday, term time only. Children attend for a variety of sessions.

The club employs two members of childcare staff, both of whom hold appropriate early years and playwork qualifications. 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:

- develop further the indoor environment to create a more homely feel and enhance children's comfort and sense of security
- enhance further children's independence skills and sense of responsibility, for example, by offering them more opportunities to become involved in preparing and serving snacks.

### Inspection judgements

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

Children attending the club enter a relaxed and friendly environment and settle easily into play. There are several sibling groups at club and older children support the younger ones and readily involve them in their play and conversations. The older children relish the opportunity to share their knowledge and skills, and the younger children look to them with respect and admiration. The atmosphere is happy and children enjoy talking to staff and their peers. Staff listen to children and show clear interest in what they have to say. They respond to children's comments appropriately and skilfully ask open-ended questions that encourage them to think and expand on their comments. As a result, children gain

enhanced confidence and language skills and these support their future learning.

The provision of resources and activities, by staff, is very much led by the children and accurately reflects their needs and interests. Staff enthusiastically follow 'Playwork Principles' and these inspire children to be inquisitive and active learners. Staff provide a good balance of adult-led and child-initiated play and ensure that there are plenty of resources and opportunities that inspire children's creativity and support and complement their experiences at home and school. For example, children enjoy using their creative skills to make Christmas cards during a planned activity. Staff provide a variety of different materials for children's use and encourage them to write inside their cards. Consequently, children are able to make choices, express their ideas and develop enhanced literacy skills.

The quality of teaching is good. Staff model language, set appropriate challenges and successfully facilitate children's play and learning. They regularly observe children to discover their needs and interests and maintain regular communication with parents and others involved in children's care and education. Subsequently, staff use this information to carefully plan and provide stimulating experiences for the children. They take care to ensure that experiences suit the needs of the various children and staff successfully promote an atmosphere of cooperation and respect. Children say that they enjoy their time at the club and particularly like talking to their friends and playing outside. Children's physical development is promoted well through a range of indoor and outdoor physical activities. Outside, they have the use of the school playground and staff provide lots of opportunities for children to take part in organised physical games, such as football, skipping and tennis. As a result, children develop good balance and coordination, spatial awareness and large muscle control.

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

The club provides children with a very friendly and welcoming environment. Children's artwork attractively displayed around the classroom creates a sense of identity and successfully enhances children's self-esteem. Children proudly talk about their pictures, and parents and visitors are provided with useful information about what the children have been doing and their achievements. Children have sufficient space to play and rest and enjoy easy access to a good selection of resources that successfully inspire their learning and enhance play. Children are consulted about the resources and experiences that they would like to see at club and are confident to ask for resources that they cannot see or reach. However, children's comfort is not fully promoted because there are very few cosy furnishings that help create a homely atmosphere.

Children show by their comments and actions that they feel safe. Positive relationships are evident between all children and staff. Children confidently approach staff for any necessary support or reassurance, and it is readily given. Only a small number of children in the early years age range attend the club and the manager is the key person for all of them. Her role is to maintain their learning and development records and be the first point of call for the children and their parents. The manager explains how staff place the utmost importance on children's safety and happiness and they work really hard to get to know

the children in their care. They regularly talk to parents and other professionals and discover important information about children's individual needs, personalities, home lives and interests. Furthermore, staff make a point of regularly talking to children about any concerns they may have, their school day and any important events in their lives. As a result, staff are well-equipped to effectively support children's well-being as they move between school, home and the club.

Children's health is promoted well. They competently follow good hygiene routines with minimal support and manage their personal needs with ease. In addition, staff provide a variety of healthy snacks which reflect children's preferences and meet any dietary requirements. Nonetheless, opportunities that occur during snack times are not always maximised to enhance children's independence and sense of responsibility. For example, children are not regularly encouraged to help staff prepare snacks or serve food and drinks. Children regularly play outside and staff provide a wealth of play opportunities that offer appropriate risk and challenge to the children. For example, children access the climbing equipment in the school playground and participate in lots of physical team games outside. Staff are close at hand to ensure children's safety but do not interrupt children's play unnecessarily. Consequently, children soon become aware of their own capabilities and develop their skills and confidence. Staff provide clear guidance to children about acceptable behaviour. They make sure children understand the boundaries before going outside to play, and provide meaningful praise, for instance, when children use good manners. Consequently, children behave well and older children show care and consideration towards the younger ones.

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

The provider and staff team have a secure understanding of the Statutory framework for the Early Years Foundation Stage and are fully aware of their individual and collective roles and responsibilities. The management team effectively monitor staff practice and the experiences provided for children. Risks are assessed and managed well, enabling children to freely choose activities, test their skills and make new discoveries within safe boundaries. Rigorous recruitment and induction procedures are followed by management and children are not left unsupervised with persons who have not been appropriately vetted. Furthermore, staff show a good understanding of child protection. They understand the signs and symptoms that may indicate abuse and know what to do in the event of any concerns. The club safeguarding policy includes all required information and this is shared with all staff and parents. As a result, children's safety and welfare is effectively promoted.

Staff are passionate, open-minded and demonstrate a willingness to continue to develop and learn. A good staff professional development programme monitored by the Grove Project management team ensures that legal requirements are met and children receive a quality play and learning experience. Staff attend a range of courses and regular communication between staff and management enables important information to be successfully shared and disseminated. Staff reflective practice is an integral part of the

daily routine, particularly as they are currently compiling evidence in preparation for assessment under 'Aiming Higher' a recognised quality improvement framework. Staff are constantly considering whether the environment, their practice and experiences for children can be improved. Clear action has been taken, by staff and management, in response to recommendations raised at the club's last Ofsted inspection. For example, support has been sought and received from the Birmingham PlayCare Network to improve the quality of experiences planned and provided for children. Staff welcome the views of others and their comments and ideas are regularly used to help improve resources and shape activities.

Staff value the good relationships they have developed with parents and the staff team at the school children attend. They understand the importance of partnership working and regularly exchange information to support children's progress and well-being. Information is frequently exchanged about children's welfare, experiences and achievements. As a result, there is continuity and consistency in children's care and learning. Parents interviewed during the inspection praise the setting highly. In particular, they comment on the friendliness of staff, how staff really care for their children and how happy children are to attend.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY316222
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	878023
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Grove Community Project Committee
<b>Date of previous inspection</b>	16/09/2008
<b>Telephone number</b>	0121 4644736

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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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Piccadilly Gate  
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