

Soho Children's Centre

Louise Road, Handsworth, Birmingham, B21 0RY

Inspection date

17/10/2013

Previous inspection date

14/01/2010

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

- Robust safeguarding and child protection procedures ensure children are safe within the nursery. The management team and staff have a good understanding of their responsibility to protect children.
- The skilled management of children's behaviour effectively encourages sharing and taking turns. Therefore, children learn the boundaries of behaviour and are well behaved.
- Children are happy in the nursery where they form strong relationships with key persons, who manage their transition into and within the nursery effectively.
- Good quality teaching promotes children's development well across all areas of learning. Consequently, they make consistently good progress from their starting points.
- Partnership working with parents and other professionals is very strong and supports children's learning and care very well.

It is not yet outstanding because

- Staff do not always help younger children, aged two years, to develop a clear awareness of the benefits of healthy eating.
- A few pre-school children have not yet achieved the understanding to use soap consistently as part of their personal hygiene.

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 inspector held discussions with the locality manager overseeing the children's centre, the children's centre/nursery manager, the deputy manager and the children's centre teacher.
- The inspector spoke with staff and children.
- The inspector spoke with parents on the day.
- The inspector sampled a selection of records and policies.
- The inspector carried out observations indoors and during outside play.
- The inspector carried out a joint observation with the deputy manager.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Soho Children's Centre was registered in 2006 on the Early Years Register. It is situated in purpose built premises in the Handsworth area of Birmingham. The nursery serves children in the local community and surrounding areas and is accessible to all children. It operates from three rooms and there are four enclosed areas available for outside play.

The nursery employs six members of childcare staff. All hold appropriate early years qualifications at level 3 and above. The nursery opens 8am to 5.30pm, Monday to Friday all year round, except for one week at Christmas. Children attend for a variety of sessions. There are currently 55 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The children's centre offers training for parents, stay and play sessions, advice and drop in sessions, outreach work, health and family support and parents groups.

What the setting needs to do to improve further

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

- help younger children to develop a clear understanding of the benefits of healthy eating when they are served with meals at dinnertime
- develop further the understanding of all children about the consistent use of soap to maintain their personal hygiene.

Inspection judgements

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

Staff provide a wide range of stimulating activities to promote children's learning. In the pre-school room children move to different areas and choose resources according to their preference. For example, two children at the water tray play well together and maintain focus as they bathe dolls. They persist with this imaginative play, thereby, demonstrating active learning skills as they repeatedly do what they enjoy. Staff are skilled at providing support for children during free play. They allow children to initiate and develop play and give guidance as required. For instance, they listen as children pretend to read and praise them for their effort. Consequently, children's abilities are effectively supported and they

make good progress from their starting points and gain the necessary skills for their future learning.

Staff follow children's lead to plan for their learning. For example, a lot of time is spent listening to what children say. They use discussions to promote listening, understanding and speaking. As they gain a clear understanding of what children like, staff focus planning around these preferences. Staff deliver good quality teaching indoors and during outside play. As they help children to recall previous learning they extend experiences by building on what children already know. Staff enthusiastically play with children, taking turns at being different characters in the story about trolls. They listen as children provide their personal interpretation of what happens and then incorporate this into the next stage of play. This means that staff provide opportunities for children to develop their own ideas which are valued. Staff promote language skills effectively by emphasizing the 'big, enormous mouth' and the appropriate actions as children listen and repeat the words. Consequently, their vocabulary is growing through enjoyable activities.

Staff ask parents to complete 'all about me' forms to share information about what children know and can do during their initial phase in the nursery. Staff also carry out observations to plan for children's individual learning. For example, they include challenge appropriately to move children on from making marks to forming letters. They encourage parents to support children's development in the home, for example, by promoting sharing and taking turns. Staff discuss children's achievements, including the 'progress check at age two', with parents at the reviews organised for this purpose. Comments written by parents in the learning journals contribute to planning for children's further learning. This means that the shared understanding positively supports children in their learning.

The wide range of high quality resources provide good levels of challenge for children as they explore their environment. For example, two-year-olds select paper and spread glue while using one-handed tools with good control. They pluck at the strings of adult-size guitars while attempting to sing nursery rhymes with staff. As resources are within reach children have opportunities to select from the broad variety. Consequently, they play contentedly on their own, or with peers.

The special educational needs coordinator provides consistent support for staff and children with special educational needs and/or disabilities. As a result, they make steady progress in their language skills. Staff have made a set of laminated cards, which they use to communicate with children who speak English as an additional language. This method helps children to develop an early understanding of what is said. Staff ensure children are fully engaged during singing of nursery rhymes as this promotes learning in an enjoyable manner. Therefore, they make steady progress in speaking English. Pre-school children are encouraged to talk about their experiences of visits to local schools. Staff often discuss what to expect when they start school. This means that children's awareness of school is raised appropriately.

The key person arrangement is effective because staff provide warm interaction that encourages children to form close relationships. Throughout the settling-in period staff encourage parents to discuss how they can best meet children's individual needs. For instance, children's needs for sleeping during the day are clarified to maintain continuity in routines. Therefore, the move into the nursery is stress-free for children. When children are at the age for moving into new base rooms, staff complete a summary of children's development. This record is shared with new key persons to ensure they are aware of children's needs. A gradual settling-in period in the new room helps children to gain confidence as they make new relationships with peers. The free movement between rooms and opportunities to share the central play room, ensure children grow accustomed to other staff. Consequently, they experience a smooth transition within the nursery.

Staff are skilled in managing children's behaviour and there is a strong emphasis on sharing and taking turns. This means that children learn to treat others with respect and demonstrate good discipline and self-control during play. Children are confident in their interaction with staff and peers. They approach staff when they need assistance, for example, to request more resources for play activities. Effective care arrangements contribute positively to the promotion of children's good health. For instance, freshly-cooked, balanced meals reflect the backgrounds of all children who eat heartily and enjoy second helpings. However, staff do not always talk with two-year-olds about the benefit of healthy eating. Consequently, they are not consistently developing a clear awareness of healthy foods at an early stage.

Children's independence skills are growing through routine activities. For example, two-year-olds in the toddler room help themselves to water during dinnertime and whenever they wish. Most pre-school children demonstrate a clear awareness of the reasons for using soap when they wash hands. However, at this stage, a few have not yet achieved the understanding to do so consistently as part of their personal hygiene. A combination of outside play and indoor physical play help children learn about the effects of exercise on their bodies. Children learn to take sensible risks as they mount climbing frames under close supervision. Priority is given to the safety of children, such as the high handles on doors, which ensure they cannot leave the base rooms on their own. The sleeping arrangements for children aged two years are good. For example, children sleep in the top to toe position and they are constantly supervised and kept safe. Children's security is consistently maintained due to effective procedures for entering the premises.

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

The arrangements to safeguard children are good. Robust procedures are in place for recording and reporting concerns. For example, staff are confident to follow the procedures set out in the child protection policy if they have concerns about any aspect of practice that pose a risk to children. The management team promptly notify concerns to the relevant Children's Services, resulting in the effective safeguarding of all children. Staffs' training in child protection is regularly refreshed to ensure they have up-to-date

knowledge of child protection matters. The procedures for promoting children's well-being are embedded. For example, the Common Assessment Framework is used extensively to identify specific needs when children first start in the nursery. An existing injuries record is maintained to monitor the frequency and pattern of accidents sustained by children away from the nursery. The designated senior person for child protection ensures staff and children receive skilled support. The wide range of procedures contribute effectively to the protection of children.

The management team are clear about the correct procedures to be followed to notify Ofsted of significant changes, for example, the appointment of a new manager. The behaviour management co-ordinator for the nursery is skilled at supporting staff in their roles to manage children's behaviour. For this reason, a range of cards with clear guidance is available to implement good practice. For instance, with regard to specific issues, such as biting, staff can follow explicit measures to manage behaviour competently. Rigorous recruitment and induction procedures ensure that adults are suitable to work with children. Regular supervision sessions provide opportunities for the management team and staff to discuss ongoing suitability, including health issues.

There is an established programme of professional development, that empowers staff to take responsibility for some management tasks. For example, one member of staff arranges visits by external agencies, such as the fire service or health professionals to support workshops or learning activities for children. Regular training is arranged for all staff consistently in a range of areas, including the Early Years Foundation Stage. This means that opportunities are provided for staff to enhance their skills and knowledge to support children's care and learning more effectively.

Self-evaluation is continuous and includes staff, parents and children. Staff consistently involve children in the evaluation of activities. Staff ask children to identify their preferences for activities and what they enjoyed most. This means that staff develop a good understanding of supporting children's learning. The management team are responsive to suggestions from parents. For instance, they offered a holiday play scheme for children aged two to five years at parents' requests during the summer holiday. Team meetings provide opportunities for staff to discuss all aspects of the nursery, including the monitoring of the educational programmes and assessments. This means that skills are continuously improving to support children's learning and care more effectively.

Partnership working is a particular strength of the nursery. The management team are flexible in their work with parents and make effective changes to meet parents' needs. A good example of this is the induction session offered at the start of this term to accommodate a large number of children starting in the nursery. An induction day, organised for parents to meet key persons, ensured a firm foundation was laid for the cooperative relationship. As a result, settling-in sessions were booked to allow parents to gain an understanding of how the nursery works. Parents comment positively on the good behaviour management and the happiness of children in the nursery. The partnership with other professionals is firmly established. For example, the management team frequently liaise with health professionals, who provide advice and guidance. Children do not currently attend other settings. The management team are fully aware of the importance of sharing information with other early years providers to ensure children get the support

they need.

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	EY334364
Local authority	Birmingham
Inspection number	939247
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	55
Name of provider	Birmingham City Council
Date of previous inspection	14/01/2010
Telephone number	0121 6751890

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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
Store St
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