

Whipper Snappers Childcare @ St Francis

St. Francis Church, Glen Side, BIRMINGHAM, B32 3RU

Inspection date	10/12/2013
Previous inspection date	12/10/2012

The quality and standards of the early years provision	This inspection:	4
	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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider failed to take timely action to report a serious safeguarding incident and staff do not yet have a fully embedded knowledge of safeguarding procedures, therefore, children's safety is compromised.
- The key person system is not yet sufficiently effective to ensure all children are emotionally secure and their needs fully met. Children are inadequately supervised by staff to maintain their safety and well-being.
- Self-evaluation is insufficient and, therefore, does not quickly identify and address weaknesses, which had led to breaches of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

It has the following strengths

- Children make good progress in their learning as teaching is strong and staff plan exciting activities based on children's interests and needs.
- Staff work closely with parents so that children have consistency of care and information is shared so that children's health is well protected in this welcoming and friendly setting.

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 observed activities in the three playrooms and the outdoor play area and completed a joint observation with the manager of the setting.
- The inspector held meetings with the manager and the provider of the setting.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Whipper Snappers Childcare @ St Francis was registered in 2011 and re-registered due to a change in entity in 2012. The setting operates from three playrooms in St Francis Community Centre in the Woodgate Valley area of Birmingham and is one of a group of three settings. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting serves the local area and is accessible to all children. It opens Monday to Friday from 7.30 to 5.45pm, all year round, with the exception of bank holidays. The setting provides out of school care and a holiday club. There is an enclosed area available for outdoor play.

The setting employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 and 3. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It receives support from the local authority and is a member of the Out of School Alliance.

What the setting needs to do to improve further

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

- develop knowledge and understanding of safeguarding children so that managers and staff are aware of when to notify agencies in the event of any concerns about children's safety or welfare being reported or regarding allegations against members of staff
- continue to work on improving staff's knowledge of safeguarding and child protection issues in order to ensure that the children are well protected
- ensure the key person system is managed effectively so that children are emotionally secure and their needs are fully met at all times.

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

- improve the effectiveness of self-evaluation in the setting so that areas of weakness are quickly identified and addressed so that children are safe
- extend children's learning even further in the already well-planned outdoor area so that they enhance their learning experiences in sand, soil and water even further.

Inspection judgements

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

Staff have a good understanding of how children play and learn. They assess children once they settle and use this information as a starting point on which to build their learning. They record observations of children's learning and use these together with regular assessments to inform planning for each child's next steps in learning, so that they make good progress. There are three main rooms at the setting, which are well-thought-out and organised so that children access the resources easily and choose from a wide range of exciting activities in each room. Parents are well informed about children's learning and support this at home, they are encouraged to take home books and resources and share information with staff about how children use the resources and about their achievements. They are invited to see and contribute to children's progress records and attend regular play workshops so that they are involved in children's learning.

Children are between the ages of two and four years and use all three rooms and the outdoor area. They are split into developmental groups in their base rooms for some activities, stories or discussions each day so that staff focus on their key children's next steps. Children enjoy quiet time to look at books in a cosy area in a quieter room. They

work with staff to learn to recognise and write letters and sounds and to count and practise mathematical skills. Children choose from an exciting range of activities in the 'messy room,' as they paint, explore the textures of shaving foam, play dough and coloured water and make marks with a range of media. Most children enjoy using the outdoor area, in which they are very imaginative. For example, they use soft play equipment to make the seats in a bus and say they are 'going to the park'. They then use the seats to sit around a 'camp fire' they make from leaves, twigs and plastic tubes. They pretend to toast marshmallows and sausages. Staff interact very well to guide children's thinking, as they ask them skilful, challenging questions which encourage them to think about their learning. Other children make 'reindeer food' from oats and glitter and talk about where they will put this on Christmas Eve.

Children develop their physical skills well on the large climbing and balancing equipment and enjoy arranging plastic bread crates as part of their imaginative games. They use these to join up with the low balance beams so they can walk on these around a large area. Staff plan for and use the outdoor area very well for a great many activities. However, there is even further scope to improve this through providing numbers and letters for children to arrange in order and by having permanent areas for digging together with sand and water play. Children with special educational needs and those for whom English is an additional language are supported well. Staff work closely with parents and outside agencies to find ways to help children to be calm and to learn to communicate effectively. Basic words in children's home languages are obtained from parents, which staff use alongside English words. Children make good progress in their learning and development as a result. Teaching is very good and children are well-prepared for school and for the next stage in their learning, as they become used to routines and are taught the skills and independence they will need to use at school.

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

Children's safety is potentially compromised as two recent incidents highlighted breaches of the safeguarding and welfare requirements. However, in other aspects, children's health and well-being is given a high priority. Most children are emotionally secure, weaknesses in the practice of some staff working as children's key persons has resulted in management ensuring that new members of staff are monitored until they get to know their key children, which helps children form close bonds with staff. These recent changes have not yet had time to embed, so some children's security is not fully supported. Staff are very aware of children's individual needs and they share regular information with parents and work together to manage children's behaviour and care routines sensitively and effectively so that children have consistency in their personal care. Children are very happy and settled in the caring, family environment of the setting. Staff comfort children if they are upset and distract them with their favourite toys. Children are confident as they are frequently praised for their ideas and achievements and are made to feel valued. Behaviour is very good and children form very good relationships with each other and staff. They work together to help to tidy up and to create imaginative games and enjoy playing together.

The setting provides healthy meals and snacks; and staff encourage parents to give

children healthy food in their lunchboxes, so that they learn to make healthy choices. Parents attend workshops about oral health, hygiene, healthy eating and positive lifestyle choices, so that they are able to help children to continue good practice at home. Children have plenty of fresh air and exercise each day, as the outdoor area is available for them to choose throughout the day. They learn to be independent as staff encourage them to put on their coats and shoes, choose various fruits for their snack and manage their personal care routines. Children manage risks safely on the outdoor equipment and are taught to keep themselves and other children safe as they play.

Transitions to schools are managed very well, staff arrange for teachers to visit children at the setting and for children to see the school. Parents are involved in the process and staff share progress records and discuss children's needs so that these continue to be met. Children are well prepared because staff plan role play activities, stories and videos about going to school and have discussions in small groups, so that children can talk about any worries they may have. Children who need to, go to transition sessions at the local children's centre so that they feel more secure during their move to the next stage of their learning.

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

This inspection was brought forward as a result of recent incidents at the setting regarding allegations against two members of staff. The provider failed to report the allegations in a timely manner to the necessary authorities, therefore, children's safety was compromised. This is a breach of the requirements relating to notification of significant events and the requirement for providers to be alert to any safeguarding concerns, in relation to the children in their care. As a result of this incident, safeguarding in the setting procedure is much improved and the management team have developed ways to work with the local authority to continue to train staff so that they fully understand and implement all procedures correctly. The detailed safeguarding policy now contains all relevant information so that staff know exactly what to do should they notice any concerns, how to report them and to whom. Staff are confident in their knowledge of the whistleblowing policy and are deployed effectively during play sessions, nappy changing and during the collection of children, so that both children and staff are well protected. This inspection also considered concerns raised following a child going outside through the main door of the setting, unnoticed by staff. This inspection found that at the time of the incident staff supervision of children and their deployment was not well organised. The setting has now reviewed and improved the procedure for the collection of children and this details how the main door is locked, a member of staff stands by the door and children are handed directly to the adult collecting them, so that no child is able to leave the setting unnoticed. Notwithstanding that, while steps have been taken to prevent such occurrences again, these two incidents demonstrate poor practice in the setting, in relation to staff's ability to keep children safe.

Staff are observed to be very vigilant in their supervision of children at all times and the system for the recruitment and vetting of staff is robust, so that they are all suitable to work with children. New staff and students undertake a thorough induction and are not

left unsupervised with children. Accident, medication and incident records are kept meticulously so that children's health and safety are closely monitored and action taken, when necessary. Staff carry out daily risk assessments of the premises before children arrive and throughout the day, so that they are safe at the setting. Staff ensure that first aid kits, children's contact details and mobile phones are taken on trips in case of emergency. Most staff are trained in paediatric first aid and staff place the utmost priority on children's well-being and safety so that they are protected.

There is effective monitoring of teaching. The management team carry out staff appraisals and supervision meetings on each other and staff so that areas for improvement in planning and teaching are identified and addressed through training, coaching and monitoring. Staff reflect on their teaching and planning each week and evaluate what children learn, so that this is adapted to enable all children to make good progress. The views of all staff, parents and children are included in the self-evaluation process so that there is continuous improvement in children's learning opportunities and experiences. However, the process has weaknesses as the management team did not identify areas for improvement in staff deployment and supervision at the time when most children go home. This led to children's safety being compromised. Staff work very effectively as a team and are committed to providing the best possible care and learning for all children. They have good opportunities to shape their professional development and are supported by the management team. All policies and procedures are well documented and organised so that all staff are clear about their roles and responsibilities. This means that children enjoy learning in a child-centred environment.

Staff work closely with outside agencies and other professionals to support children and their families and have close links with other local early years providers. They share ideas and best practice and liaise with schools and a children's centre in order to provide very effective support for all children. Local authority early years consultants work with staff in order to assist in the monitoring and improvement of the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (compulsory part of the Childcare Register).
- implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (voluntary part of the Childcare Register).

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

Unique reference number	EY454109
Local authority	Birmingham
Inspection number	946436
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	64
Name of provider	Whipper Snappers Childcare Limited
Date of previous inspection	12/10/2012
Telephone number	0121 427 4775

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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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