

Smethwick Youth & Community Centre

Trinity Point, Trinity Street, Smethwick, West Midlands, B67 7AA

Inspection date	09/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in all areas of their learning and development because all staff have an excellent knowledge of how children learn and skilfully assess the children's abilities and plan challenging activities to support their identified next steps in learning.
- Children enjoy their time at this safe, welcoming and stimulating setting where partnerships with parents and other agencies are very strong. Emotional security of the children is given an exceptionally high priority by all staff, consequently, children are happy, settled and confident learners.
- Management and professional supervision are of an exceptionally high quality and there is an excellent sense of teamwork. Staff are highly motivated with high expectations of themselves and the children.
- Children with English as an additional language flourish in the setting because they receive individual targeted support. This ensures they are very well prepared for the next stage of learning, including readiness for school.

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 observed activities in seven playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement planning.

Inspector

Karen Laycock

Full report

Information about the setting

Smethwick Youth & Community Centre Nursery was registered in 2013 on the Early Years Register. It is situated in a youth and community building in the Smethwick area of the West Midlands and occupies the first and second floor of the building and is managed by Smethwick Youth and Community Centre Limited. The setting serves the local area and is accessible to all children.

There is an enclosed area available for outdoor play, which is a short walk from the setting. The setting employs eight members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The setting opens Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the already excellent opportunities for children to develop their independence at mealtimes by introducing different serving utensils, such as serving tongs.

Inspection judgements

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

All staff plan and provide an exceptionally varied range of activities and experiences for the children, both indoors and outdoors. The quality of teaching is consistently high across the setting. Each member of staff is very confident and knowledgeable about child development and how to support children, using every opportunity to promote and extend children's learning. This helps the children to make rapid progress from their starting points in their learning and development. Staff provide an excellent balance of support, giving children the opportunity to work things out independently. For example, older children are tasked with making a gingerbread man and they skilfully work together using different tools and resources. This is significantly enhanced by the skilful teaching of staff who ask the children to recall the story and to think about where the gingerbread man can run to. This prompts further thinking skills as the children decide that he runs to the zoo, resulting in further the creative additions of spiders and related discussions on the number of body parts required to make them. Teaching is exceptional, as staff are constantly attuned to what the children are doing and when it is appropriate to intervene to support and extend their learning opportunities. Staff constantly observe children during play and

routines to note their current interests and abilities. These sharply focused observations are used to move learning forward, as staff plan purposeful learning opportunities, which challenge children constantly to help them think and develop new ideas and achievements during their play. Staff speak several languages, in addition to English, including Urdu, Hindi, Portuguese and Punjabi and as the children use a variety of different home languages these skills contribute to the outstanding partnerships with parents. Children with English as an additional language are supported exceptionally well. The excellent partnerships with parents and carers and the meticulous observations and planning for individual children means that these children make very rapid progress in closing gaps in their learning and development and staff are able to meet their individual needs most effectively.

Staff organise a wide variety of inspiring and challenging activities for children both indoors and in the superb outside play area, so children have plenty of choice in either environment. The log cabin in the outside play area is extremely inviting and provides a covered area for children to use in all weathers. Staff provide an excellent range of resources to encourage children to make marks, these include sand, water, pencils, pens, chalks and paint. Using these resources, children develop pencil control, express imagination and write for a purpose. Some children attempt to write their names and some draw the shapes they have been learning recently, experimenting with the creation of patterns. Children's mathematical skills are fostered extremely well and with staff extending more able children's thinking by providing them with more complex problems to solve. For example, staff hide three shapes and leave three in sight and skilfully encourage the children to work out the total number of shapes; those that the children can see and those that they cannot. Children are supported to learn about simple, everyday information and communication technology and recognise that when they use a camera, they can print off the picture for all to see. As a result of the wide range of exciting activities provided, children are confident, motivated learners who are developing excellent skills for the future.

Children are very well prepared as they get ready to move on to their next room within the setting and in readiness for school. Staff engage parents, carers and others in children's learning and development exceptionally well, providing regular opportunities to discuss children's needs and progress. Staff are fully aware of the requirement to provide parents with a progress check at age two when their child is aged two years and complete these where necessary, making sure that parents are fully involved. Parents work closely with the staff to provide a book of key words from the children's home language, to enable staff to reassure and reinforce children's understanding and support their individual needs. Partnerships with parents are extensively promoted through their involvement in the planning and assessment arrangements. For example, there is a 'learning tree', which adorns a wall in each room and which is used by parents and carers to add their comments about what their children are currently doing and enjoying at home. Staff and parents use this information to discuss and plan the next steps for the children's learning. In addition, regular coffee mornings are held to enable parents to meet with their child's key worker and the setting's manager to discuss the progress their child has made and to agree the next stage of their child's learning. These meetings also enable staff to gain a comprehensive understanding about the child and their family, which they use proactively to provide superb support. These excellent partnerships and relationships also ensure that

there is very effective information sharing, so that the needs are fully met for those in need of additional support or intervention.

Outdoors, children explore a range of resources and equipment to challenge their developing physical abilities. Children's understanding of the natural environment is supported through exploring and preparing the sensory garden tubs for planting the herbs. Staff talk to children about the snails and worms they find, encouraging the need to be gentle towards them. The enthusiastic staff and their high levels of interest and engagement with the children in their play, results in children being very active and motivated learners. All staff understand the importance of supporting children's communication and language skills at all times, especially for those children learning English as an additional language. Staff use phonics and numbers in daily routines. Parents are asked to provide key words from children's home language to reassure and reinforce their understanding and support their child's needs. Staff provide excellent commentary and open questions to children during their play, to engage them in practising their language skills. Children are not hurried to give a response and are clearly given time to think about what they want to say. Staff sing nursery rhymes and read stories with enthusiasm, which captivates children's attention. The use of different props, such as large 'quacking' ducks, which significantly enhance the activity and the children are engaged and highly motivated to join in. Staff encourage children to draw and write, both inside and outside in the garden. This supports children's developing literacy skills in readiness for the next stage in their learning, such as school. The setting has established strong links with the local library and post office and visits are planned to extend children's literacy, communication and language skills.

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

There is an excellent, flexible settling-in procedure in place, which supports children to experience a smooth transition into the setting. This, together with the outstanding key person system in place, ensures that children quickly and happily settle into the setting. This reflects the superb relationships, which develop between the staff, children and their parents. Staff place exceptional emphasis upon children being happy and confident and give utmost priority to their emotional security, which they acknowledge is vital to enabling children to flourish in their learning and development. Parents' comment that they have excellent relationships with all staff. They share information with staff about their child's care needs, interests and achievements on a regular basis and at coffee mornings where they are encouraged to discuss their child with the keyworker. This enables staff to appropriately support the child's needs and provide for their interests from the outset. Parents are delighted that the staff know each child remarkably well, enhancing their sense of trust and security in the quality of their child's care. As a result, children of all ages have strong and secure emotional attachments with the staff. This enables them to enjoy their time and make excellent progress in all areas of their development and learning, in a safe and secure environment.

Children quickly develop their independence in self-help skills. This is because staff know the children exceedingly well and recognise when they are ready to take responsibility. Very young children are encouraged to be as independent as possible and staff intervene

to give support appropriately. For example, when very young children are asked if they would like to play outside, they collect their shoes from the shoe rack and make good attempts to put them on. Staff give the children lots of praise for what they have achieved and the children respond with big smiles. This is because staff are skilful in building children's confidence and the children feel valued. Older children manage their own hygiene needs, such as hand washing and explain to new and younger children that they need to do this to remove the germs that make them poorly. They put on their own coats and with staff encouragement many are able to fasten them without assistance. Babies are supported as soon as they are ready to drink from open cups and older children to serve their own snacks and meals. There is scope to enhance the already excellent opportunities for children to independently serve themselves at snack time. Children of all ages select resources of their choice independently from the excellent range of resources, enabling them to extend their play and their developing imagination. Many photographs of children engaged in activities show the skills they have used and the learning gained from these experiences. This, alongside the 'family trees' containing photographs of every child in each room, supports their developing self-esteem and sense of belonging in the setting. The 'tree of knowledge' in each room fosters excellent partnerships with parents as this is used for parents and staff to plan jointly for the children's next steps in their learning.

Children's behaviour is exemplary and they happily play together. This is because staff support children to work together. The setting has basic rules, such as sharing, taking turns and being kind and these are reinforced throughout the setting. Staff provide exceptional role models in being kind and respectful to one another and welcome visitors into the setting. This results in children who are polite and respectful and keen to seek out information by asking questions. These important personal skills in managing emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school. Children enjoy fresh air and exercise in the exceptionally well-planned outdoor area, which has space and equipment that are not possible indoors. There is plenty of equipment to climb and obstacles for the children to negotiate. Consequently, children show excellent levels of physical skills and confidence. Children pedal wheeled toys with confidence, skill and direction and use their muscles as they dig in the soil. They jump in and out of tyres, roll them and use them as targets for ball games. Children discuss the changes they feel when they exercise their bodies. Staff talk to them about the need for their heart to beat faster each day to help their body stay healthy. Staff supervise children closely as they walk from the setting to the outdoor garden and discuss with them the need to wear high visibility jackets. At snack time, staff explain the dangers of the hot food and why the food is cooled before being brought out of the kitchen. Staff also talk about the sharp knife used to cut the apple and how to use it safely before closely supervising the children to cut their own. These opportunities enable children to take risks under adult supervision and support children in understanding how to keep themselves safe. Staff support children well in understanding the importance of a healthy diet through discussions about foods that are healthy and those which are not during snack and lunch times. This supports children in making healthy choices. Food provided by outside caterers is very nutritious and children also engage in many well-planned activities that raise their awareness of healthy eating. For example, activities with the children include making cakes with different vegetables, which include parsnips, carrots and pumpkins. This excellent attention to children's good health is embedded within the setting. All areas of the premises are very clean and maintained well. Meticulous

hygiene routines, followed and promoted by staff, effectively protect children's good health.

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

The manager of the setting is truly inspirational, continually in pursuit of excellence in everything that takes place in the setting. The manager has an excellent understanding of the learning and development requirements and provides strong effective leadership, enabling her staff to feel empowered and inspired by her example. This results in staff being highly professional and dedicated to their role in meeting the children's learning and development needs. The meticulous focus on self-evaluation and reflective practice ensures that staff, parents and children are highly involved in the setting's strive for continual improvement. This has the effect that staff feel valued that their contributions are acknowledged and are extremely motivated and enthusiastic, having high expectations of themselves and the children in their care. All staff are confident and have a thorough understanding of the policies and procedures that underpin the exceptional practice in the setting. Robust recruitment processes are in place and regular staff performance reviews are undertaken by the manager to assess and continually appraise staff suitability. This continual, highly effective monitoring by the manager ensures that all staff maintain high standards of professionalism and exceptional quality teaching practice. All staff have a thorough understanding of their role and responsibility in safeguarding and promoting children's welfare. Staff attend regular internal and external training courses and policies are discussed at staff meetings. Staff members know the child protection procedures in the local area and have confidence to follow these. The manager is meticulous in ensuring the safety and well-being of all who use the setting and frequently reviews procedures to ensure robust practices are in place. All of the required documentation is in place and is meticulously maintained. Staff continue their professional development by attending training and sharing what they have learnt with others in the setting.

Weekly staff meetings are used to further develop practice and to discuss children's progress towards their next learning steps. Reflection on the week's activities and children's learning needs are the focus of the meetings and staff are tasked with identifying activities best suited to the needs of the children. This helps all staff to be involved and they are motivated and inspired by this involvement, which enhances the already excellent practice in the setting. Effective monitoring systems, along with exceptional knowledge staff have of their key children, ensure that children's needs are identified early and support is quickly implemented. The manager has excellent systems in place to monitor all areas of practice and all children's achievements, to ensure that all children are making rapid progress and that those who are not, receive high quality support to meet their identified needs. For example, children with English as an additional language have made rapid progress in closing gaps in their learning and development. The manager expertly selected the staff, taking account of their excellent qualifications and ability to speak the home languages of the community that access the setting.

Partnerships with parents, other settings and professionals are excellent. This ensures that children's needs are quickly identified and that they receive targeted support appropriate

to their individual needs. The information obtained from parents on their child's individual care and learning is outstanding and communication between the staff and parents is excellent. For example, parents and staff in all rooms work together to identify next steps and these are displayed in each room. Parents highly value the positive relationships they have with the staff and comment that they feel extremely welcome and are encouraged to have an active involvement in all aspects of the setting. This ensures that they work exceptionally well together to meet the children's needs. The manager of the setting has an established parent champion group and seeks and welcomes parents' views on the provision, in order to continually review and improve practice. Staff also ensure that links with other professionals are strong. They have established strong links with the local children's centre, local schools and early years professionals.

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	EY468039
Local authority	Sandwell
Inspection number	929091
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	30
Name of provider	Smethwick Youth & Community Centre Limited
Date of previous inspection	not applicable
Telephone number	01215658870

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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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