

Little Folks Day Nursery & Out of School Club

Paget Junior & Infant School, Paget Road, BIRMINGHAM, B24 0JP

Inspection date	13/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
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 manager is not regularly onsite. This means that staff are not clear about their roles and responsibilities and children, parents and staff are unclear about who has responsibility for managing the setting.
- The provider has not ensured that required statutory information is held onsite or made available to enable inspection and evaluation to be undertaken. Consequently, the way that children's health and safety is promoted is unclear.
- Partnership work with parents and the school has not been fully developed. The key person system does not ensure that important information about children is shared to support their ongoing learning at the setting.
- Staff do not use information gained from observations to ensure the learning that takes place in school is effectively complemented.
- Support for children who speak English as an additional language is not effective or consistent, which means that these children are not always fully included in activities.

It has the following strengths

- The setting provides a variety of interesting activities indoors and outdoors, which ensures that most children enjoy their play.

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 toured all areas used by children including the outdoor play areas.
- The inspector carried out observations of children during activities.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's records and planning documentation.
- The inspector checked some evidence of suitability of staff working with the children.
- The inspector read the setting's self-evaluation form.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector held a meeting with the provider and manager of the setting.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Little Folks Day Nursery and Out of School Club was registered in September 2013. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a number of settings owned and managed by Mishi Nurseries Limited. The setting is situated in Paget Primary School, Birmingham. The setting opens Monday to Friday, during school term-time only. Sessions are from 3.30pm until 6pm. Children attend for a variety of sessions and children have access to an outdoor play area. The setting supports children who speak English as an additional language. There are currently 26 children on roll, of whom nine are in the early years age group. The setting employs four members of childcare staff including the manager. Of these, two members of staff hold a childcare qualification at level 3 and one is working towards a qualification at level 2. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

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

- ensure that records are easily accessible and available for inspection, with regard to staff first aid qualifications, staff details, staff recruitment, evidence of ongoing professional development for staff and evidence of the manager's qualifications
- ensure that all staff have a clear understanding of their roles and responsibilities and foster a culture of mutual support, teamwork and continuous communication, by ensuring the manager is onsite on a day-to-day basis at the setting
- use the information gained from observations to plan for a range of activities that complement the learning that takes place in school is complemented
- ensure each child's key person engages with parents, teachers and children in order to ensure children's care and learning is tailored to meet their individual needs
- establish a two-way flow of information between parents and schools, to regularly share information about children's learning and development, specifically to support children who speak English as an additional language
- improve the arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure that valuing diversity and difference is effectively promoted; this is with particular regard to supporting children who speak English as an additional language.

Inspection judgements

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

Generally most children are happy and settled during their time at the setting. They are familiar with routines and most children readily take part during group activities. They settle quickly around a table on arrival and show an interest in activities that have been planned for them. However, the setting does not meet the educational needs of all children who attend because partnership working with the school, parents and carers has not been fully developed. Consequently, important information about children's learning and development has not been sought and the setting is not aware of the individual needs of some children. This means they are unable to provide a programme of experiences or activities that are appropriate in order to enhance all children's learning while attending the setting. For example, the setting is unable to demonstrate that they are aware of children's home language. As a result, some children appear withdrawn because they are unable to communicate with those around them. Although children who speak English as an additional language sit alongside their peers during a group activity, they do not receive specific support and guidance from staff, which enables them to fully take part. They complete the activity by watching what the other children are doing, but are left behind when the other children finish quickly and go outside to play. This does not ensure that all children are given equal opportunities to take part because they are not effectively supported to join in with a wide range of activities.

The key person system is not effective. Children are allocated a key person; however, this has not ensured that detailed information about their progress has been obtained. This means that the setting is unable to demonstrate that they have the required information to tailor activities to meet children's individual needs. Observations of children have been undertaken and some next steps identified. However, staff have not used information gained from observations to plan activities to complement the learning that take place in school. Although staff are aware that some children find it difficult to join in with their peers during free play activities, they do not always attempt to facilitate this. Partnership work with the school, parents or carers not fully embedded to ensure a two-way flow of information so that children's needs are fully known, particularly for children who speak English as an additional language. However, staff do ensure that they collect younger children from their classrooms each day and they verbally gather information about them, as required. Children show that they are eager to go with staff to the setting and they chat about their day while walking to the school hall where the setting is based.

Children are able to access a wide range of experiences and resources during their time at the setting. They take part in a series of 'mini clubs' that include a film club, art club and sports club. The setting uses these clubs to plan a variety of activities that children clearly enjoy. Children are able to access activities in all areas of learning and they play outside on a daily basis. This means that they have many opportunities that support their physical development. Most children quickly move outside to play when given free choice about what they would like to do. They also readily take part in planned activities indoors. Children show that they are interested in what they are doing because they sit down together to make pizza for their snack. Children independently select from a range of

toppings and create their meal based around their own preferences. They are prompted by staff to place their pizzas into an oven to cook before later eating them. Children benefit from this activity because they are given responsibility and they show the ability to follow instructions about safety when using the oven. These opportunities for increased independence support their all round development.

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

Some children are confident to approach familiar staff and ask them to play with them because staff are friendly and welcoming. However, other children's individual needs have been overlooked and their emotional well-being is not assured. This is because, the key person system has not been embedded and information that is required to enable staff to build good relationships with children is not always obtained. Opportunities to further support children by communicating effectively with the school, parents and carers are missed. As a result, some children's well-being is not assured.

Some children and staff enjoy playing a game of tennis together, which helps to build positive relationships between them. Staff who work with the children on a regular basis have built good relationships with them. Consequently, children listen to adults and follow instructions from them. Some children respond well to staff and they clearly enjoy taking part in the wide variety of activities that are provided. As a result, most children are active in their learning and their behaviour is good. The setting promotes opportunities for children to lead a healthy lifestyle by providing regular opportunities to play outdoors in a large play area. When outdoors, some children take part in a variety of activities, including ball games, using the tyre park and exploring a small wooded area. Children are able to take risks and attempt challenges, such as, climbing small trees and an assault course made from tyres. The setting provides a varied menu of healthy meals, which includes fruit and vegetables and children can access drinks, as required. Children are encouraged to participate in making some of their meals, which supports their understanding about healthy eating. Children independently wash hands before eating or when they come in from outside. This shows that they have an awareness of how to keep themselves healthy and safe. The setting adopts care plans and medical alerts system used by the school. This ensures consistency for children because they have the required information to support children with health or medical needs, if required. Staff ensure that any accidents or incidents are recorded and first aid equipment is easily accessible. However, the provider is unable to verify at least one person with a current paediatric first aid certificate is onsite, which means that children's good health and safety is not promoted.

Children benefit from a wide range of resources that are suitable for all ages. Daily safety checks and risk assessments ensure that risks are minimised and identified hazards removed. Staff consider the benefit of children engaging in activities, which provide some element of risk to support children's understanding of the world around them. For example, they plan an activity outside when it is dark. Staff discuss the activity with the children explain the importance of keeping themselves safe by having torches and remaining in pairs. Some children benefit because staff are confident about planning exciting and challenging activities. As a result, children have been able to learn about keeping safe while taking part in an activity that they really enjoy.

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

Leadership and management is inadequate. The provider and manager of the setting have not ensured that all requirements of the Early Years Foundation Stage Framework are met and as a result, there are several breaches of the Early Years Register. This is because the provider has not ensured that statutory information is held onsite or made available to enable inspection and evaluation to be undertaken. Consequently, the way that children's health and safety is promoted is unclear. Records with regards to first aid qualifications, staff details and evidence of the manager's qualification are not readily available. The deployment of staff is not clear and the manager is not onsite enough to monitor the quality of practice. As a result, information about who has day-to-day responsibility for managing the setting is unclear. Children are not effectively safeguarded because information about staff recruitment and ongoing professional development are not accessible. The lack of clearly defined staff roles and their responsibilities has a negative impact on their ability to work together effectively. This is because the manager is not regularly onsite and the deputy manager, who takes on responsibility for the setting on a day-to-day basis, works part-time. This affects the staffs' ability to provide the highest level of care and children's health, well-being and safety are not assured. However, a safeguarding policy is in place and includes whistle blowing and the use of mobile phones and contains clear information for children, staff, parents and carers to access. All staff are able to explain how they would share concerns about a child in their care.

Those in charge do not have a realistic view about the overall quality of the provision. Systems for self-evaluation are ineffective because they have failed to identify weaknesses or drive continuous improvement. The setting has begun to complete a self-evaluation document, but this does not provide evidence of a commitment to continually raise standards to improve learning outcomes for children. In addition, it has not ensured that partnership work with the school, parents and carers is fully developed to ensure that all children's needs are met. However, some feedback from the children is sought by asking them about what activities they would like to take part in.

Staff demonstrate a commitment to provide children with a wide range of activities and these are interesting, varied and challenging. However, staff are not skilled at using information gained through observing children to plan activities that complement the learning that takes place in school. Staff practice is not monitored because the manager is not regularly onsite to provide ongoing direction and advice to support their practice. Opportunities for staff to receive regular performance management are not embedded. Therefore, their ongoing professional development is not fostered in order to promote children's progress. Links with teachers in the school are weak. The provider has not ensured that an effective two-way communication with teachers ensures that children's individual learning needs are understood and met. However, children on the whole appear happy and parents and carers report that they feel that their child is safe and well looked after. Staff are friendly and communicative with parents and carers when children are collected.

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

Unique reference number	EY470170
Local authority	Birmingham
Inspection number	935183
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	26
Name of provider	Mishi Nurseries Limited
Date of previous inspection	not applicable
Telephone number	07599 978332

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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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