

Cap Centre

Windmill Lane, SMETHWICK, West Midlands, B66 3LX

Inspection date	10/04/2014
Previous inspection date	23/02/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Sound procedures for observing and assessing children's learning and development needs, ensures that next steps in their development are recognised and satisfactorily supported. As a result, children make reasonable progress.
- Partnerships with parents are strong. Children's progress is regularly shared through good, effective communication that promotes continuity in their learning and development.
- All staff have an appropriate understanding of their responsibilities with regard to child protection. Therefore children are adequately safeguarded.
- Staff feel well supported through the ongoing cycle of supervision and review of practice. This results in their professional development and training needs being encouraged, in order to improve learning outcomes for children.

It is not yet good because

- Emergency procedures to cover staff sickness are not always effective in ensuring that staffing arrangements meet the needs of all children and ensures their safety.
- Staff do not consistently demonstrate the characteristics of effective teaching in supporting all children's communication and language development, through meaningful interactions in every situation.
- The key person system is not yet sufficiently embedded, to support appropriate attachments that fully promote children's emotional development.

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 conducted a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and action plan for improvement.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector observed activities in all playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a range of documentation which included the safeguarding policy, children's learning and assessment records and the planning of activities.

Inspector

Kim Barker

Full report

Information about the setting

Cap Centre is a committee-run nursery that was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from two rooms in purpose built premises in Smethwick, Sandwell and has an enclosed area available for outdoor play. It serves the local area and is accessible to all children. The nursery employs nine members of childcare staff. Of these all hold appropriate early years qualifications: three at level 5, four at level 3 and two at level 2.

The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 44 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 children with special educational needs and/or disabilities. The setting receives support from staff with Qualified Teacher Status who are attached to the children's centre in the vicinity. The setting also receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that staffing arrangements consistently meet the needs of all children through the implementation of effective procedures to cover staff sickness so that required ratios are maintained and children's safety is ensured.

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

- develop all staff's ability to promote and encourage children's communication and language development through meaningful and purposeful interactions, so that they are best supported to acquire language and thinking skills to develop and learn effectively
- strengthen staffing arrangements and develop all staff, so that children consistently form appropriate bonds and secure attachments with adults, that fully promotes their emotional development.

Inspection judgements

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

Staff generally have an appropriate understanding of the Statutory framework for the Early Years Foundation Stage and use their knowledge to plan activities that are mostly suitable and promote children's learning. The nursery collects valuable information about children's interests, likes and dislikes from parents during the settling-in period. They use this information, alongside their own initial observations, to plan a range of adult-led and child initiated activity. As a result, children are encouraged to learn through play. Staff make useful observations of children's learning and development and key people collect this information in individual learning journals. Effective and clear systems for evidencing and tracking children's learning show that the setting has a generally good understanding of individual children's learning needs and how to identify any gaps in their learning. The findings are shared with the child's parents during developmental review meetings. During these, staff discuss children's individual progress with their parents so they too have opportunities to extend their child's learning when they return home. For example, staff plan developmentally appropriate activities to identify and name colours, in agreement with parents. As a result, there are satisfactory opportunities to complement and extend children's learning. Identified gaps in children's development are recognised and acknowledged in planning for individual needs. The setting is aware of the procedures to access specialist support for children and works in partnership with other professionals in order to help children make steady progress given their starting points and capabilities.

Although the staff are well-qualified and undertake further training, practice is variable. Staffing arrangements and deployment of key people, does not effectively support staff in consistently ensuring individual children's needs are met. For example, ratios of staff are inconsistent early in the morning due to emergency procedures to cover staff sickness. This results in less opportunities to support children's learning and development through purposeful interaction that supports children's personal, social and emotional development. The teaching strategies used by some staff do not fully enhance all children's communication skills. For example, children's self-confidence in speaking and listening is not fully supported. As two-year-old children are encouraged to complete a three piece jigsaw puzzle, staff are not yet skilled in allowing them time to answer open-ended questions. As a result, children are not always helped to make as much progress as they can and therefore be best prepared for the next stage in their learning.

Children are supported in gaining an understanding of the world, as they collect freshly laid eggs from the nursery's pet chickens. The children learn that they are used by the kitchen to prepare their meals or in cooking activities planned by the staff. Older children have access to a range of resources that covers the seven areas of learning. This allows them to initiate their own play and engages them sufficiently in activities provided for them. However, staffing arrangements and inconsistent practice results in children not always being enthused and interested in their own learning. The baby playroom is welcoming and the well-organised routines ensure that children have easy access to toys and resources that encourages curiosity and enthusiasm. This indicates staff have a sound knowledge of how children learn. For example, a small group of children are suitably engaged in a singing activity as they are encouraged to join in with the actions. This supports their communication and language and personal, social and emotional development.

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

The nursery makes sure they find out about very young children's preferences and their daily routines by gathering good care information from parents. Generally good settling-in procedures, means the move between home and nursery is mainly a positive experience. For example, staff use 'all about me' information to find out children's interests, likes and dislikes to plan appropriately for their transition. To further support the transition, a settling-in review meeting is scheduled after one month of attendance. The majority of children's well-being is adequately supported through an organisational key person system. However, the key person system is not well-embedded across the whole of the nursery. Staffing arrangements and deployment inhibits the effectiveness. For example, staff are moved between rooms to cover ratios during staff sickness. As a result, some children lack close interactions with familiar adults. They are not supported by staff to use a familiar adult as a secure base from which to explore the environment. This inhibits their sense of belonging and results in some children not being confident to explore and investigate their surroundings and make best possible progress. Older children play cooperatively in the garden with a selection of wheeled toys, sharing and taking turns. Promoting personal, social and emotional development in managing feelings and behaviour and physical development. They benefit from receiving continuous praise and encouragement from staff for their efforts and achievements. This develops children's self-confidence and self-awareness.

Parents are welcome to spend time in the nursery, this allows them to become familiar with routines, the key person and in contributing to their children's learning and development. For example, parents are encouraged to contribute observations of their child's achievements. Staff use these contributions to complement what children already know and can do, in planning learning experiences. This promotes children's development and builds relationships between the key person, children and parents. Parents of children aged between two- and -three years old describe effective partnerships that promotes children's emotional development. Transitions between rooms are given some thought. Settling-in sessions in their new room ensures children are provided with time and support to adjust to their new environment. Development review information is shared between key people, this allows the new key person to gain a clear understanding of children's individual learning needs and provides important information that contributes towards the progress check at age two.

Children are taught about the importance of a leading a healthy lifestyle. They access the outdoor area at times throughout the day, which ensures they get fresh air and exercise and develop their physical skills. Children are provided with water throughout the day, which means they remain well hydrated and comfortable. They enjoy nutritious meals, which include freshly prepared hot and cold meals and a wide variety of fruit and vegetables. Staff encourage older children to develop their self-care skills at this time. For example, they are supported to serve themselves food at lunchtime. Older children ask staff politely if they can go to the toilet and manage their toilet needs themselves, following appropriate hygiene routines. They dress and undress when going outdoors and transport resources around the environment safely. Staff successfully encourage children to look after themselves and develop their independence. For example, children have

access to tissues to wipe their noses, learn to put their rubbish in the bin and independently wash their hands, as staff explain they are washing away the germs. These developing skills go some way towards preparing children for school. Children are encouraged to behave well as staff provide them with clear and consistent boundaries. The garden is organised well to support children in taking developmentally appropriate risk as physical activities are kept separated from quieter activities. For example, children are safe playing quietly in the sand and to practise climbing over mounds and through tunnels, as children playing on wheeled toys are encouraged to keep to an identified track.

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

The management team understand and fulfil their responsibilities in meeting the majority of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Generally, staff have a good understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. However, procedures to cover staff sickness are not always effective in ensuring that staffing arrangements meet the needs of all children. This impacts on children's safety and well-being as there is not always enough staff to maintain appropriate ratios that ensures that children are adequately supervised. This is a breach of a legal requirement. Nevertheless, all policies and procedures are appropriately kept and the manager has an effective system in place for reviewing each one. There is good evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. All staff attend relevant safeguarding training and the manager is the designated safeguarding person. Parents are requested to sign and return a tear off slip to confirm they have read and understand the setting's safeguarding policy and procedures.

The settings processes for monitoring practice and self-evaluation highlights strengths and areas for improvement. For example, the manager has devised an action plan that includes the opinions of staff. Since the last inspection, sound progress has been made, previous recommendations have been suitably tackled and are now identified as key strengths of the setting. For example, partnerships with parents are good and there is reasonable evidence of parent's contributions that staff collect to provide continuity with regards to children's progress. Relationships with parents are supported through daily handovers that includes information about what their child has done during their day. Parents are happy with the nursery and comment positively. For example, they comment favourably about the good rapport and communication they enjoy with staff. There are appropriate procedures in place to provide parents with a progress check at age two and they complete and share this where necessary. Support for children with special educational needs and/or disabilities is sensitively provided by staff, who liaise with parents and other professionals. This means the majority of children's individual needs are met.

The manager monitors staff performance through supervision, an annual appraisal system and staff meetings. As a result, staff feel well-supported in their professional development and show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through attending training courses. For example, three members of

staff are currently studying towards a Bachelor of Arts Degree in Early Childhood Studies. However, staff's practice is variable and the manager does not always organise staffing arrangements to ensure children are adequately supervised or that their needs are consistently met. For example, gaps in some staff's knowledge and how they are deployed has resulted in an educational programme that does not always reflect the needs, aptitudes and interests of all children. The management team acknowledge that there are inconsistencies in the staff teams understanding of how children learn and how to support individual children's progress. As a result, they are developing the use of peer observation, so that there are more opportunities for regular reflection of practice that impacts on outcomes for children.

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	EY296516
Local authority	Sandwell
Inspection number	870771
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	44
Name of provider	Community Action Project
Date of previous inspection	23/02/2009
Telephone number	0121 565 3273

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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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