

# St Gabriel's Centre

83a Marston Road, BIRMINGHAM, B29 5LS

<b>Inspection date</b>	13/05/2014
Previous inspection date	13/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Children have a nice time in this fun-filled after school club. They take part in a range of organised activities that encourage them to develop their critical thinking as they find their own way of doing things and work out their own solutions to problems.
- Children are well protected by robust risk assessments and sensible procedures, which ensure that they are always well supervised and cared for. They develop an understanding of how to take measured risks through regular reminders and clear guidelines from staff.
- Children receive very good levels of care from a strong and established team of staff, who have a lovely rapport with the children. This results in children who are secure, happy and confident to express themselves. This supports them in developing a positive attitude to school and future learning.
- Staff are actively involved in the identification of the strengths of the provision and areas for further development. The views of parents and other professionals are also sought and well considered in improvement strategies.

### It is not yet outstanding because

- Children do not have a designated area to enable them to relax, unwind or play quietly after busy activity sessions to further promote their enhanced sense of well-being.
- There is scope to improve children's developing independence skills particularly during snack times.

## 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 hall, outdoors and children having their teatime snacks.
- The inspector spoke to staff and interacted with children throughout the inspection.
- The inspector looked at planning documentation, evidence of suitability of staff working in the setting and a range of other documentation.
- The inspector took into account the views of parents and other professional views from documentation available and also from children spoken to on the day.

## Inspector

Patricia Dawes

## Full report

### Information about the setting

St Gabriel's Centre after school club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a board of trustees and operates from two rooms in St Gabriel's Centre in Weoley Castle, Birmingham. The club serves the immediate locality and the surrounding areas. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. The club opens Monday to Friday, from 3.30pm to 6pm, term time only. There are currently 68 children on roll, eight of whom are in the early years age range. There are five staff working directly with the children. Four hold a recognised early years qualification at level 3 and 2, the manager has qualified teacher status. The club receives support from the local authority.

### What the setting needs to do to improve further

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

- promote children's well-being further by providing an area for them to be able to relax or play quietly after busy activity sessions
- enhance opportunities for children to further develop their independence skills at snack time, for example, by buttering their own bread, making wraps and serving themselves.

## Inspection judgements

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

Children are happy and enjoy coming to the out of school club and taking part in the activities available after a busy school day. They relate well to their peers and staff, who support and encourage them to develop in confidence. Children are actively involved in planning and staff work well to accommodate children's preferences and support their progress. Staff know the children well and use their skills to identify the next steps in learning, which ensures that children's individual interests, capabilities and ages are taken into account in the planning of activities. Staff members join children in their play and foster children's language development through conversations. Good systems are used to track children's progress through initially meeting with head teachers from school and then regular updates. Staff actively engage parents to share children's prior skills, knowledge and understanding through daily conversations with their children's key person as they drop off or collect their children. Information about their children's learning and development is also available for them to see in their colourful artwork which is displayed in the club room. This helps to ensure information is shared between school, parents and staff, which enables children's learning and development needs to be appropriately met.

Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Younger children are paired with a key person when they start at the club, who helps them to settle, find friends and gain confidence in their new environment. Older children are helpful and supportive to younger children, including them in their play and helping them with activities. For example, younger children have fun with older children in the home corner, making cups of tea for a tea party. Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to count, share and take turns. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. Children are supported in developing their understanding of diversity and the wider world as they celebrate festivals of different religions and cultures and access a selection of resources which depict positive images. As a result, children learn to value and respect others.

Children spend long periods of time engaging in imaginative play with small world resources or being creative at the craft table where they design and create their pictures using paints and sponges to take home to their families. Children enjoy using their hands to make colourful mosaic pictures and at the writing table where they learn to hold pens and pencils correctly to practise their writing skills. During a cooking activity, children enjoy moulding bread dough into mermaids, plaits and dinosaurs. Children really enjoy physical play, most of them preferring to be outdoors on the static play frame or playing football and team games with their peers. All children take part in daily 'chat time' in the club, which focuses on building and complementing what children are learning at home and at school. All of this helps to develop children's useful skills in the prime and specific areas and supplements their learning at school.

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

Children are settled and secure in the club arriving using a 'walking bus' system, with staff they are already familiar with from school in other roles. Staff talk to staff at school and pass on any information to parents. This helps to make the move from school to the club very easy for children. Children are allocated a key person when they start who helps them to settle and become familiar with the routine of the club. This helps children to feel happy and emotionally secure. Children also join in a 'colour' team made up of children of all ages. Younger children play in both small and large groups and enjoy the company of older children particularly at mealtimes. Children initiate their play and invite peers and older children to join in. Children tell their parents and visitors that they enjoy attending the club.

The environment is organised well to enable children to explore and investigate. The main room used by the group is welcoming and safely set out in clear learning areas. However, there is no designated space to enable children to relax and unwind during the session. The resources and play opportunities provided are appropriate and support children well to boost their confidence and self-esteem. As a result, children enjoy a very pleasant environment, which supports their well-being and enjoyment of all activities.

Children's behaviour is good within the club. Staff use consistently applied strategies and provide clear guidance. As a result, children behave well, demonstrating an understanding of the set boundaries and expectations within the group. All staff members are positive role models and take time to praise children when they show kindness to others, for example, children are rewarded with marbles for helpfulness and kindness to others. These go into the team colour jar, are counted up at the end of the session and prizes awarded weekly for the team with the most marbles. Staff support children's understanding of safety issues, such as fire safety through practising regular fire evacuation drills. They learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views and make choices. This contributes to children developing good levels of self-esteem and feelings of general well-being.

Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy a range of healthy snacks, such as sandwiches, wraps, hot snacks and fruit. Although these are readily available, there is scope to extend children's independence skills during snack time. This would provide children with even more opportunities to do things for themselves, such as preparing their own snack and serving themselves. There are good opportunities for children to become active using the outdoor area and equipment. Children also take part in indoor physical play activities in the hall when it becomes too dark or unsafe to play outdoors.

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

The inspection took place following a monitoring visit to check the provider was meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and the requirements of the Childcare Register. The action taken by the provider now means that staff are aware of who the designated safeguarding officer is at the setting and there are appropriate systems in place to ensure all staff are familiar with the confidentiality and lone working policies. New systems to accurately record children's departure times have been initiated and staff now have a clear picture of which children are present at any given time. This helps to promote children's safety. Policies and procedures are continually reviewed by the manager and staff are made aware of any changes. All of the required documentation is effectively maintained. The registered person, manager and staff have a clear understanding of safeguarding children in relation to child protection issues. They have attended recent training on safeguarding and are aware of their responsibility to report any concerns. Recruitment and vetting procedures are rigorous and robust, including a detailed induction for all staff, which helps to ensure that children are safe. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. The safe arrival and departure of children has been risk assessed and new procedures in place are effective in promoting children's safety and well-being. All of this helps children learn in a safe environment without restricting their development.

The registered person and manager both help to ensure staff are motivated and aware of

their roles and responsibilities through induction, supervision, appraisal and regular monthly meetings. This helps the manager to have an accurate view of all staff's knowledge and skills and helps staff to enhance their practice. Staff are confident in their knowledge of the Early Years Foundation Stage learning and development requirements. This means they are able to fully support children and help them make progress. Regular reviews of the educational programmes ensure children have a broad range of experiences, which help them to make good progress towards the early learning goals. The views of staff, children and parents are sought in order to identify areas for further improvement. There is a clear improvement plan in place which leads to better outcomes for children. Any changes made are done so with children's individual needs in mind, therefore, the group's capacity to improve is positive.

Parents' and children's views are sought through discussion and documentation, such as questionnaires. Parents speak highly of the service and regard the staff as 'very approachable and friendly'. They appreciate how well staff adapt to children's routines and say their children love to come to the club. Staff work in partnership with other professionals involved in promoting specific children's needs. Good links and positive relationships have been established with schools and nurseries that children attend. As a result, children benefit from continuity and consistency in their learning and receive effective support that helps them to move between school and the club.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY461477
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	963555
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	68
<b>Name of provider</b>	St Gabriel's Centre Weoley Castle
<b>Date of previous inspection</b>	13/11/2013
<b>Telephone number</b>	01214781787

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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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