

Boni Kidz CIC

St. Boniface Church, Quinton Road West, BIRMINGHAM, B32 2QD

Inspection date	11/06/2014
Previous inspection date	15/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 enjoy a good range of play opportunities such as, role play, stories and group activities, which help to extend their language and communication skills.
- Staff work well with the local schools to help support and complement children's learning in the setting.
- Systems for self-evaluation are robust, which help to clearly identify further areas for development to benefit all children.
- Staff have a good awareness of safeguarding and make effective use policies and procedures help to keep children safe and promote their welfare.

It is not yet outstanding because

- There is scope to offer greater levels of interaction for newer children to better support their emotional well-being.
- There is scope to provide more choice of activities for children when they first arrive at the setting in the indoor environment.

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 and the outdoor area.
- The inspector spoke with the manager, staff and children at appropriate times throughout the session.
- The inspector looked at documentation, including children's records, planning, staff records and a selection of policies and procedures.
- The inspector checked evidence of suitability and the provider's self-evaluation form.

Inspector

Kashma Patel

Full report

Information about the setting

Boni Kidz CIC registered in 2009. It operates from facilities at Boniface Church Hall in the Quinton area of Birmingham and serves the local community. Access to the premises is on ground floor level. The setting is open each weekday from 3.15pm to 5.45pm to provide out of school care during school term time only. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll, of whom eight are in the early years age range. There are four members of staff, of whom three have appropriate qualifications at level 3. One staff member is a long term student. The setting is supported Birmingham Play Care Network. The setting has access to an outdoor area.

What the setting needs to do to improve further

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

- provide greater levels of interaction for newer children, for example, by considering the group size at snack time.
- extend the range of activities in the indoor environment when children first arrive, to give them a wider choice of play opportunities to choose from.

Inspection judgements

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

Staff have a good knowledge of the seven areas of learning, which enables children to make good progress towards the early learning goals. Staff provide a wide range of interesting activities, which engage and interest children in the outdoor area. However, there is not always a wide enough range set out for children inside when they first arrive at the setting. This means that most children go straight outside to play, which does not allow them opportunities if they wish to remain inside. Good use of the outdoor area help to build on what children learn at school. Staff involve children in the weekly planning, which supports their interests. For example, children follow their interest of the World Cup from school. They make flags and discuss who is going to win, which supports their language and communication skills. Staff provide a wide range of recycled materials, such as cardboard tubes and boxes, which children make dens with in the garden. This supports their creativity and helps them to protect their environment. Staff carry out regular observations and talk daily to teachers from school to help support children's learning.

Children's ongoing development in the prime areas of learning is well-supported. For example, children read stories, take part in role play and group discussions, such as 'circle

time', where they share their ideas and experiences. As a result, children show they are confident in using their communication skills. Staff use open-ended questions and encourage children to think about and comment on what they are doing as they play, which further supports their learning. These skills support children in school. Children have good opportunities to develop their understanding of equality and diversity through activities, such as celebrations of cultural events and they enjoy food tasting from around the world. Staff help support problem-solving skills through activities where children build dens and houses out of wooden blocks. This also supports their social and mathematical development.

Staff provide a range of equipment to help extend children's physical skills. They arrange sport activities, such as football, which teaches children new skills to support their development. Two-way information is shared between the key person and parents to ensure consistency and continuity for all children. Staff talk to parents and carers about how they can further support children's learning at home. For example, children teach each other how to make bracelets and staff encourage them to take the resources home to continue their learning with their parents.

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

All children have a key person, which helps them to form strong bonds with their carers. Staff encourage children and parents to visit the setting before they start to help them become familiar with their new environment and staff. Children settle quickly because of effective settling-in procedures. For example, staff collect several children from the same school, which means children know each other and this helps to ease children into the setting. Children behave well as they take turns and share equipment, which helps them learn right from wrong and also supports their emotional well-being. They help to devise simple rules, such as no running, be nice and share, which helps them to take responsibility for their own behaviour. Children show good levels of care and concern for each other as they help one another.

Children show a good understanding of healthy lifestyles as they follow hand washing routines prior to eating and using the toilet. Staff provide a wide range of both snacks and cooked meals, which meets children's individual dietary requirements. At snack time children like to sit in a large group next to their friends. However, there is scope to enhance newer children's interactions through smaller groups to better support their emotional development. Staff have epi-pen training, which enables them to care for children with allergies to support their welfare. Children enjoy a wide range of fresh fruit, sandwiches and pasta, which supports a healthy lifestyle. They prepare their own sandwiches and are eager to help wash up afterwards, which supports their growing independence. A jug of water is accessible so children can pour a drink when they want. Staff use reward systems, such as stickers and certificates to promote positive behaviour. Staff provide a good range of toys, equipment and furniture, which supports children's interests and learning. There is a good range of toys and equipment to support and extend children's learning from school.

Children learn to be safe as they walk from local schools to the setting. Staff use the

'walking bus' procedure where children wear high visibility jackets so they are easily seen. They know they have to look both ways before they cross the road to keep them safe. In the garden staff protect children from the hot weather. They use a gazebo to provide shade and ensure children wear sunhats. Regular fire evacuations support children's awareness of what to do in an emergency situation.

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

Staff have a good understanding of welfare and safeguarding requirements. They are fully informed about child protection procedures and know who to contact if they have concerns about children to promote their well-being. All staff have all completed training in child protection and detailed written procedures enable staff to further keep children safe from harm. Posters about the use of mobile telephones are displayed in the setting to remind staff and parents, which helps to protect children. Daily checks and rigorous risk assessments help to all identify potential hazards, which minimise the risk of injury to children. Effective recruitment and induction procedures ensure that all adults working with children are suitable to do so. All staff benefit from supervision monitoring sessions to identify where support is needed to improve their performance, which helps to improve outcomes for children. Regular management and staff meetings held to discuss and review practice, which further benefit staff's performance.

The management and staff teams work closely with one another and are familiar with the learning and development requirements. This ensures that they can accurately assess the educational programme, including the planning for children's progress. This helps to ensures that there are no gaps in children's learning and development. Staff collect information from parents about what children can do both at school and home, which helps to identify their starting points. The required records are retained about children and their families, including information about emergency contact details and who can collect them. Accurate attendance records are kept for children, staff and visitors, which helps to promote children's safety.

Parents are informed daily of their children's progress in the setting and staff also pass messages from school which creates a three-way flow of information and effective communication. Parents are pleased with the quality of the out of school care and are confident to share information with staff, including any concerns about the setting. They all highlight that their children are happy and enjoy their time in the setting. Parents also comment on the warm relationships between their children and their key person, and how their children enjoy the company of children of the same age and those that are older. Effective systems are in place to monitor and evaluate practice to ensure ongoing improvement. The setting receives regular support from the local authority to help support staff development in order to improve children's learning. Staff use the 'talking wall' method, where both parents and children write their views and ideas. Parent's request for more information on activities they can do at home has been addressed by the introduction of two books. These contain pictures and samples of children's work from the setting. This ensures they are fully involved in their children's learning and progress.

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	EY388583
Local authority	Birmingham
Inspection number	870865
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Boni Kidz C.I.C
Date of previous inspection	15/09/2009
Telephone number	01214263166

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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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