

# Umbrellaz Childcare

All Saints Church, 2 Vicarage Road, Birmingham, B14 7RA

## Inspection date

Previous inspection date

10/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- The caring and enthusiastic staff team ensure that children develop good relationships with them and each other. They create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the provision.
- The educational programmes cover all areas of learning and development and provide interesting and challenging activities, which meet the needs of all children.
- Staff work in close partnership with key people at the schools that children attend. This means they are well-equipped to complement children's prior learning. As a result, the educational programme is working well and helps children make good progress.
- Staff have a good understanding of their roles and responsibilities with regard to child protection. This helps them to keep children safe and well-protected.

### It is not yet outstanding because

- There is scope to enhance and extend children's learning and opportunities for them to be physically active by providing further time spent outside.

## 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 held discussions with the provider.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with staff and children.
- The inspector looked at children's and staff's files and a selection of policies and daily records.
- The inspector observed activities indoors and children having their teatime meal.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Umbrellaz Childcare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from several rooms within the premises of All Saints Church, Kings Heath, Birmingham. The provision serves the local area. Children do not have direct access to an enclosed area for outside play, however, regular outings to nearby local parks are arranged. The provision employs three members of staff. Of these, two hold appropriate early years qualifications at level 3 and one has a playwork qualification at level 2. The provision opens Monday to Friday during school term times. Sessions are from 8am until 9am and from 3.30pm until 6pm. Children attend for a variety of sessions. There is currently one child on roll, who is in the early years age group. The club also offers care for children aged five to 12 years. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide further opportunities for children to play exuberantly and develop their physical skills, for example, by enabling them to spend more time outside.

## Inspection judgements

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

The relaxed atmosphere at the provision helps children to feel confident and happy and ensures they develop a sense of belonging. Children interact positively with each other and with adults. Staff find out all about children to ensure that they provide a service that meets their individual needs, gathering information from parents and the school about what the child can do and what they are interested in. This helps staff to establish children's starting points and capabilities. Staff provide activities which complement what children do when in school or at home. Children are able to select what they want to play with from a range of age-appropriate equipment. Children have opportunities to be creative and express themselves, for example, children enjoy creating individual pictures using a variety of materials. Practitioners support children during their play and encourage them to be independent. Staff use a range of effective teaching techniques as they ask open questions, encourage children to think for themselves and show children how to achieve different effects in craft activities.

The key-person system ensures all children in the early years age group are well-known and supported by all staff. Clear planning procedures are in place for all children in the club with additional planning and observations made for children in the early years. Practitioners support children well in their activities and ensure that there is an appropriate

balance of adult-led and child-initiated play. For example, practitioners sensitively intervene in activities, such as when children need help assembling equipment, to extend children's learning and development by asking a good range of skilful questions and using appropriate comments to enhance children's communication and language skills.

Staff support children's physical development effectively. They introduce tools and equipment to enhance activities, for example, children enjoy making shapes and rolling dough and staff introduce scissors for children to cut the dough with. This clearly shows that children benefit from the challenge while enhancing their physical skills. However, there is scope to extend children's physical development further, for example, by providing longer and more varied opportunities for outdoor play. Close cooperation with the reception class teachers ensure that information about what children have achieved in school is shared. This helps staff to plan effectively so children remain interested and challenged in their learning. For example, the provision identify with teachers and with parents, that developing children's independence is an important next step and put in place strategies to help individual children develop greater independence.

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

The small staff team means that all staff know children well and relationships with parents are strong. Younger children have their own key person, who makes sure they are settled and comfortable in their surroundings. This also helps ensure their individual health, welfare and learning needs are consistently met. Staff welcome children and their parents to the provision and children feel valued and cared for. Their self-esteem is effectively promoted, which helps children form secure, emotional attachments. Children play positively with and alongside each other and seek out the support of staff when required. As a result, children develop good relationships with each other. They encourage children to play together by being good role models. Practitioners support younger children to understand their feelings and emotions. For example, through talking to children, they encourage them to manage conflicts and learn to share resources and take turns. As a result, children learn to respect and be kind to each other.

Teatime is a social occasion, when children relax and sit together enjoying a variety of nutritious food and drink. They know to wash their hands before they eat to stop germs from spreading. Staff teach children about the importance of eating healthily and this is reinforced through relevant planned activities, such as a recent healthy eating project when children discussed their favourite healthy foods. Children learn about keeping themselves safe, for example, they practise the emergency evacuation procedure in case they need to leave the premises unexpectedly. Overall, children behave well and they are respectful and considerate towards each other. Children are supported to manage their own behaviour as practitioners explain to them the importance of sharing and taking turns. As a result, children demonstrate a secure level of understanding of the behavioural expectations and demonstrate good self-control.

All children spend some time being physically active each day. These activities provide children with firm foundations for developing a healthy lifestyle. Children learn how to keep themselves safe, for example, as staff remind them about using scissors safely. The

warm and friendly environment and knowledgeable staff support children's development. This is especially important as children become older and prepare to move into more formal school learning. There is effective liaison between staff in the provision and teachers in the school, which ensures children's needs are identified and met.

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

The provider and staff have a secure understanding of safeguarding issues. The provision has a range of safeguarding policies and procedures to help ensure that children are appropriately protected. Policies and procedures are understood by staff and are implemented consistently. Staff are fully aware of what to do and who to contact if safeguarding concerns arise. Risks are managed effectively and daily checks of the environment ensure that children play in a safe environment. Management use effective recruitment and employment procedures to ensure that staff are suitable to care for children. Induction and appraisal procedures are used to help monitor the continued suitability of staff. Training focuses on updates in first aid and safeguarding children. Further training needs are identified through discussions and the staff appraisal process. This helps develop the strengths of each member of the team, further developing their skills for the benefit of all children in their care. Regular staff meetings and clear communication between staff result in a close and effective staff team. Consequently, children are supported well to make good progress in their learning and development through play.

The provider and staff team are committed to their work with children. This is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with children. The provider has the commitment to make improvements to the setting and regularly reflects on the practice and provision. She also sets ongoing targets and strives to achieve these to ensure that the setting is continuously improving. Priorities for improvement are clearly identified by the provider and through effective self-evaluation in partnership with parents, children and staff. Staff constantly reflect on their practice and make continuous improvements; striving to provide the best possible care and education for children. The provider takes responsibility for monitoring and reviewing children's learning journey records. She ensures they are up-to-date and that observations and assessments of children's progress are accurate and reflect their age and stage of development. As a result, gaps in learning are identified promptly and appropriate intervention is sought.

Staff have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on children's learning and development. Staff build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The manager has established strong and effective partnerships with other professionals and local schools. Staff engage in daily discussions and exchange regular information regarding children's learning and development. As a result, children in this setting are thriving.

### **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

<b>Unique reference number</b>	EY474023
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	949021
<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>	25
<b>Number of children on roll</b>	3
<b>Name of provider</b>	Charlene Natasha Corbin
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01214440260

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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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