

Whipper Snappers Childcare @ St Francis

St. Francis Church, Glen Side, BIRMINGHAM, B32 3RU

Inspection date	10/06/2014
Previous inspection date	10/12/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	4
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

- Children are not effectively safeguarded because the recruitment procedures for staff are not robust enough to ensure their suitability to work with children. Therefore, children are at risk.
- Partnerships with parents are not strong enough to support them in being fully involved in their child's learning or to guide them in encouraging their child's development at home.
- Activities provided do not take into account the individual needs, interests and stage of development of each child. Assessment is not effectively carried out. As a result, children are not provided with a suitable educational programme.
- The quality of teaching is not adequately monitored and as a consequence, staff do not receive coaching and support they need to improve their skills or the quality of the educational programmes.

It has the following strengths

- Staff work in partnership with other agencies to ensure that children and their families are supported.
- Children are provided with regular access to an outdoor play area, which supports their physical development and promotes a healthy lifestyle.

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 all indoor areas used by children and the outdoor play areas.
- The inspector and manager carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the setting's self-evaluation document and improvement plans.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- 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

Whipper Snappers Childcare @ St Francis was re-registered in 2012. The setting operates from three playrooms in St Francis Community Centre in the Woodgate Valley area of Birmingham and is one of a group of three settings. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting serves the local area and is accessible to all children. It opens Monday to Friday, from 7.30am to 5.45pm, term time only. There is an enclosed area available for outdoor play. The setting employs 16 members of childcare staff, 15 of whom hold appropriate early years qualifications at levels 2 and 3. Children attend for a variety of sessions. There are currently 97 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It 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:

- implement rigorous systems to ensure that staff, and any other person who is likely to have regular contact with children are suitable to do so
- improve the system of performance management by providing regular opportunities for staff to reflect on practice and receive support, coaching and training to ensure that all staff have the knowledge and skills they need to deliver a high-quality educational programme through effective teaching
- involve parents in the exchange of information about children's achievements when they first start and on an ongoing basis throughout the placement so the key person has a comprehensive picture of what children can do, and use this information to inform planning for children's future learning and to support parents in guiding their children's development at home
- improve the system for observations and assessment and use the information obtained to understand children's level of achievement, interests and learning styles. Shape learning experiences for each child reflecting those observations so children make the best possible progress in their learning and development.

Inspection judgements

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

Generally children are happy, settled and make some progress towards early learning goals during their time at the setting. This is because the environment is appropriately laid out and a range of resources are provided that children access independently. Most children move confidently between the three playrooms and outdoor area making choices about what they would like to do. The setting has recently implemented key group time, when children spend time in a small group with their key person. During this time older children take part in activities that begin to prepare them in readiness for their move to school. For example, they are encouraged to sound out the first letter of their name when they practise writing it. They sit in a small group at a table with their key person who supports each child to take part. However, activities provided for younger children do not always support them to be active learners. This is because teaching focuses too much on asking children to name items, repeat information or recall letters, shapes or colours. The setting uses a planning system to ensure that children are provided with resources and activities in all areas of learning. However, this system does not take into account children's individual likes, interests or next steps in learning. Consequently, adult-led activities are not always tailored to support individual needs. This means that not all children can contribute fully and therefore they do not make the best possible progress.

All children have a memory book, which is an individual file that contains observations and photographs of their time at the setting. Some of this information is used to monitor their progress by transferring information from observations onto a tracker sheet. However, this is not done consistently across the setting and some children's files have not been routinely updated. This means that their progress cannot be accurately monitored. In addition to this, the setting does not gather information about children's starting points from parents and carers when they first join the setting. Information about children's development is not regularly shared to enable ongoing learning to be supported at home. This is because children's next steps in learning are not always identified and parents and carers are not asked to contribute towards assessments of progress. However, the setting invites parents and carers to an appointment where they can look at the memory books and have a discussion with their child's key person.

Children with special educational needs and/or disabilities receive some appropriate support because the setting works closely with specialist services who provide individual support for children and specific training for staff. In addition to this, staff are employed to support children individually if required to help them to access all activities. This means that these children get the help that they need to be fully included. Likewise, staff show some understanding of the needs of children who speak English as an additional language because they gather information about languages spoken at home when children first start.

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

Staff are friendly and approachable and children show awareness of the daily routine. Most children settle quickly when they come together at key group time and sing 'hello everyone how are you' before they begin. The setting has a range of resources that children can access independently. These include a quiet room where they can spend time looking at books or rest in the soft seating area. There is a creative room, where they can

access messy play activities. This range of equipment means that children can take part in activities depending on their preference. Most children play well together and conflicts between children are generally dealt with quickly. Staff are deployed to ensure that there are always adults in rooms where there are children. However, children have a false sense of security because not all adults are suitably checked to ensure they are safe to work with children.

Children respond to requests from staff to tidy up at the end of a play session or to line up when it is time to move to a different area. Staff remind children to share toys and to take turns, which helps them to play well with their friends. Most children appear confident to express their needs and share what they are doing with staff. This supports their emotional well-being because it shows that they feel staff are interested in what they have to say. During key group time, older children sit with their key person and take part in an activity that encourages them to think about whether they are happy or sad. Children are asked to draw a face that represents how they are feeling. This helps children to begin to express their own feelings and emotions, which supports their personal, social and emotional development.

Children are reminded to wash their hands before they have snack, where they choose from a variety of healthy items that include fresh fruit and milk. Children are able to have a drink and snack depending on their preference, because it is freely available in one room during certain periods of the day. One member of staff specifically monitors this area throughout the day and provides children with support when they require it. Staff sit alongside the children when they eat and remind them that 'fruit is good for you', which helps them to begin to learn about healthy eating. Some children have food diaries that are shared with parents and carers on a daily basis. This information is used to monitor the children who are more reluctant eaters and what they eat during the day. All children have regular access to an outdoor play area where they enjoy a range of experiences. These include opportunities to manage risks for themselves by using a selection of large play apparatus. Children show that they understand when it is safe to do so because they do not attempt to use the equipment when it is not supervised by staff. Older children show increasing independence skills because they use the toilets by themselves and are able to take care of their own personal care needs. This helps to prepare them for the next stage in their development and for when they move on to school. They practise taking part in a graduation ceremony and sing 'reception class, here we come', which helps them to think about what will happen when they make this transition.

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

The provider has not made sustained progress since the last inspection to ensure the best possible outcomes for children. Therefore, children's learning, development, well-being and safety are compromised. The provider and management have failed to meet the legal requirements of the Early Years Foundation stage. The safeguarding policy and procedures are not robust. Children are not effectively safeguarded because the provider has not undertaken rigorous recruitment procedures to confirm new staffs' suitability to work with children. For example, they have not sought suitable references. However, staff show that

they understand the procedure to be followed if an allegation is made against a member of staff or management. Significant events are recorded and staff work in partnership with other agencies and providers to ensure that children and their families are supported. Staff attend required training, which means that they can respond to accidents and administer first aid. Accidents are recorded and parents and carers are asked to sign to say that they have been informed. Risk assessments are routinely carried out to identify hazards in the environment. These include daily safety checks of specific areas within the setting. However, effective measures to ensure children's well-being and safety overall, by checking staffs' suitability, or by providing regular opportunities for staff to improve their knowledge, skills and practice are not sufficiently embedded. This results in children not making the good progress that they should because teaching is poor and the educational programmes do not meet their needs.

There are some basic procedures in place to monitor the performance of staff. However, meetings between staff and managers do not happen frequently enough or include observation of staff working with children, to establish where improvement is needed. Consequently, staff do not receive the support and training they need to improve and the quality of teaching is not good enough to promote children's good progress. Likewise, the lack of monitoring of the effectiveness of the observation and assessment system has resulted in children's progress not being consistently or closely monitored. Consequently, not all children are receiving the best possible educational programme to support their individual needs because their next steps in their learning have not been identified. There is little consideration for individual learning styles and parents and carers are not routinely encouraged to contribute to their children's learning. Nevertheless, most children appear to enjoy the activities that they are provided with and they appear happy and settled.

Some aspects of the provision have been improved since the last inspection. For example, the provider now undertakes some self-evaluation and has identified some areas for improvement. The setting works in regular partnership with other agencies to ensure that joint working supports children and families. However, partnership work with parents and carers has not been given enough consideration. The important role that the key person plays in developing a two-way flow of information between the setting and home, is not fully considered. However, parents and carers on the whole, speak positively about the setting and report that their children enjoy attending.

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	EY454109
Local authority	Birmingham
Inspection number	965392
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	97
Name of provider	Whipper Snappers Childcare Limited
Date of previous inspection	10/12/2013
Telephone number	0121 427 4775

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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