

Fircones Child Care Centre

Firs Primary School, Dreghorn Road, BIRMINGHAM, West Midlands, B36 8LL

Inspection date

11/07/2014

Previous inspection date

08/02/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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

- Staff provide an enabling environment, so that children actively initiate their learning and expand their own ideas.
- Staff work well in partnership with parents and other agencies to provide positive support for children with special educational needs and/or disabilities.
- Children are happy and settled because they are developing positive relationships with staff and other children.

It is not yet good because

- Staff do not always use the information they gain from their observations of children, to consistently plan activities that challenge them, and help them make the most progress possible in their learning and development.
- Staff do not consistently support children in following good health and hygiene practices throughout the setting.
- Self-evaluation is not sufficiently robust to clearly identify and prioritise all areas for improvement.

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.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector discussed specific policies and procedures with managers and staff, including safeguarding and suitability.
- The inspector looked at a sample of children's assessment records.
- The inspector spoke with children, staff and the manager at appropriate times throughout the day.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Trisha Turney

Full report

Information about the setting

Fircones Child Care Centre registered in 1993. It operates from a modular building, within the grounds of the Firs Primary School, Birmingham. There is an enclosed area available for outdoor play. The setting is open five days a week during school term time only, providing full-time places, a wrap around service and morning and afternoon sessions. Sessions are between 8.30am and 3.30pm each day. Children can attend for a variety of sessions. The centre is registered on the Early Years Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs eight members of childcare staff. Of these, five members of staff hold relevant childcare qualifications at level 3. The manager is qualified at degree level and holds Early Years Professional status. There are currently 42 children on roll in the early years range. Funding for early education is available for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve the educational programme and monitor the delivery of this closely, to ensure that the activities and opportunities planned for children are based upon the individual next steps in learning, interests and stage of development of each child.

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

- ensure good health and hygiene routines are followed, this is with particular regard to hand washing and sitting down at snack time
- extend the process of self-evaluation to fully monitor all areas of the provision, and ensure planned actions to overcome weaknesses are concerted and effective.

Inspection judgements

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

Children participate in a range of age-appropriate activities and play opportunities. Staff have a satisfactory understanding of how to support children's learning. Staff support children in their play using appropriate teaching strategies and questioning to extend children's vocabulary. For example, when children play with eggs, flour and water, staff ask children open-ended questions about what they are making and what might happen.

The learning environment is resourced appropriately to enable children to engage in activities that cover all areas of learning. Children are confident as they move around the room, selecting activities and resources of their choice. They use their small physical skills with accuracy. For example, they experiment with adult-sized tools, such as hammers, under strict supervision. As a result, children gain an understanding of how to use tools effectively and safely. Good coordination skills are promoted as children access the outdoor slide, developing their large physical capabilities. This further supports children's healthy lifestyle and their physical development. Children sit and listen well at whole group times. They sing the good morning song and staff ask children how they are feeling. This helps to promote the children's emotional well-being. Early mathematical skills are encouraged during the daily register as staff encourage children to count how many children there are. Children learn to recognise their own names as they find their name cards for the self registration board. Children who speak English as an additional language receive ongoing support to develop their early vocabulary and communication skills. For example, staff support non-verbal communication as they use flash cards to help the children to gain an understanding of the daily routine. Resources, such as picture communication are also used as communication aids. This encourages all children to make their wishes and choices known and be reassured they are understood. Staff identify how this process has helped children build confidence and make good progress in their communication and language development.

Staff plan and provide some adult-led activities and there are opportunities for child-initiated activities. Staff complete observations and assessments of the children and each child have their own file that contains observations, photographs and examples of their creative work. They complete routine summary assessments, but these are not always based on precise observations of the children. This affects how well staff identify the next steps for children's learning and plan activities to build on what children already know and can do. As a result, some staff do not fully identify the next steps in children's learning or support them appropriately to make the maximum progress. Nevertheless, most children make satisfactory progress in their learning and development.

There are procedures in place for staff to gather information about children's individual needs and starting points in their learning and development. Staff give parents a form to complete detailing information about their child's likes, dislikes and some basic information about their development. Parents are encouraged to share information about their child's ongoing progress. This can be through informal discussion or at the parent consultation meetings. Staff complete progress check for children between the ages of two and three years when necessary and involve parents appropriately. Staff take children to and from other settings, such as nursery school. Suitable arrangements are in place to share relevant information, to promote continuity of care and learning for children.

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

Children arrive happy and settle in quickly. They receive a warm welcome from staff who support them well in settling in, and take time to help them feel secure. This helps children to form trusting relationships with staff. Key persons obtain information from parents about their child's needs and care routines, and keep them informed of their

child's well-being each day. This helps to support children in the move between their home and the setting. Staff deployment works suitably well to meet children's individual care and learning needs. Staff help children become independent, they provide a range of opportunities and support children through tasks that teach them key skills. These include, giving children their individual trays and making resources easily available for them to choose from. Also, children learn to use the toilet independently and take their own coats off. This prepares children for their move onto the next stage of their learning and development.

Meal times promote children's personal, social and emotional development and communication and language as staff sit with them and encourage them to talk to each other about different foods they like to eat. Snacks are healthy and nutritious and children are offered drinks throughout the day. Staff encourage children to follow some good hygiene practices, such as using a tissue to wipe their nose. However, there are times when children's early understanding of good health and hygiene practices is not promoted as well. For example, children help themselves to fruit throughout the morning from bowls on a table but staff do not encourage them to wash their hands before eating, or remind them to sit down while they are eating. Children play outside daily and learn about the effects of exercise on their bodies as they run around in the available space. For instance, children use a range of equipment including balls, hoops and vehicles to ride on and steer to develop their coordination. In addition to this, staff encourage children to practise running for their upcoming sports day. These activities contribute towards developing children's large physical skills and promotes their healthy growth and development. Staff teach children to learn to share and take turns as they play with gentle reminders and by giving the children consistent praise and encouragement. Consequently, children learn to play well together and behave appropriately, which helps to build their confidence and self-esteem.

Children with special educational needs and/or disabilities are supported well by staff who are sensitive to their individual needs and circumstances. Staff are clear of their role to provide a safe and secure environment for children. They carry out risk assessments of areas used by children and to help identify and minimise any hazards to children. Visitors are required to sign into the setting and can only gain access from staff. This demonstrates there are effective security measures in place. Staff teach children how to keep themselves safe. For example, they practise regular fire drills with the children so they are all clear of the how to evacuate the premises in case of an emergency.

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

The manager demonstrates a sufficient understanding of her responsibility to meet the legal requirements of the Early Years Foundation Stage. A range of policies and procedures are in place to support staff and keep parents informed about the provision. There are secure systems in place for the recruitment of staff and clear induction procedures are in place so that staff understand the setting's policies and procedures, and their roles and responsibilities. This helps to ensure the staff are suitable to work with children. Staff have a secure understanding of the procedure to follow in the event of a

child protection concern to protect children's welfare. There are systems in place to make sure every member of staff attends child protection training. Suitable arrangements are in place for staff appraisal and supervision. This supports staff in building on their knowledge and understanding of childcare and development. However, there are inconsistencies in how staff monitor children's progress. This means that they are unable to identify gaps in children's learning or ensure that educational programmes are effective in supporting all children in making good progress.

The manager and staff team are keen to develop and improve the provision, and they take some steps to evaluate the provision. This includes the whole staff team reflecting on how the sessions have gone and asking parents for feedback. However, as yet, this evaluation is not robust enough to fully monitor all areas of the provision, and ensure there are concerted and effective actions identified to overcome weaknesses. For example, the monitoring of the educational programmes requires improvement as observations and assessments of the children contain insufficient detail to provide staff with accurate information to plan the next steps in children's learning. Consequently, these areas have not been appropriately addressed and children do not make consistently good progress in their learning and development.

Parents and carers provide positive feedback about the setting and care of their children. They comment on how much the children enjoy being there and 'love coming'. Links are made with other settings that the children attend to support their transitions to the next stage of their education. For example, new teachers are invited into the setting to meet the children and view their progress records. This means that a collaborative approach to sharing information is established that leads to continuity of care for children. Staff have developed effective links with external agencies and other professionals to ensure children receive appropriate intervention and support to meet their individual needs. For instance, staff work with various health professionals. They follow individual and specific programmes of activities, to support children's development. Positive partnerships with parents and others contribute well towards meeting children's needs.

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	229161
Local authority	Birmingham
Inspection number	866421
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	42
Name of provider	Fircones Child Care Centre Ltd
Date of previous inspection	08/02/2010
Telephone number	0121 749 6659

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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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