

# Highgate Family Support Centre

Highgate Baptist Church, Conybere Street, Birmingham, West Midlands, B12 0YL

## Inspection date

04/09/2014

Previous inspection date

21/01/2009

## 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
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## The quality and standards of the early years provision

### This provision requires improvement

- Staff ensure that children develop good relationships with them and other children. They create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the setting.
- Staff have a suitable understanding of how children learn through play. Children choose from a range of resources and activities on offer. Consequently, children are confident and develop independence skills to support their future learning.
- There is a generally good rapport with parents with good two-way communication systems to ensure that children's individual needs are known and met.

### It is not yet good because

- Monitoring systems are not rigorous enough to ensure that staff are supported through purposeful supervision, to enable them continue to develop their skills and knowledge relevant to their role.
- Robust systems are not in place to ensure that reasonable steps are taken to make sure children are not exposed to risks in the outdoor area and that they have daily outdoor play.
- Strategies to engage and share information with schools the children attend are not fully effective, to ensure information about children's learning fully complements the experiences the children receive there.

## **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 was given the tour of the areas accessed by children.
- The inspector looked at a number of policies and procedures.
- The inspector took account of the views of parents provided in written form.
- The inspector observed teaching and learning activities in the setting, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of all staff working with children and the settings improvement plans.

## **Inspector**

Rupinder Phullar

## Full report

### Information about the setting

Highgate Family Support Centre was registered in 1995. The club is registered on the Early Years Register and also on both the compulsory and voluntary parts of the Childcare Register. The setting has the use of one room and the hall within the Highgate Baptist Church which is situated in the Highgate area of Birmingham. Access is via a ramp at the main entrance. There is an enclosed outdoor play area. There are 22 children on roll, of whom one child is in the early years age range. The after school club is open each weekday term-time only from 3.15pm until 6pm. The setting employs seven members of child care staff, most of whom hold appropriate early years qualifications at level 3. The club 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 appropriate arrangements for the supervision of staff which provides support, coaching, training, promotes the interests of children and encourages confidential discussion of sensitive issues
- take all reasonable steps to ensure staff and children they care for are not exposed to risks and demonstrate how these are being managed, with specific reference to the hazardous plants in the outdoor area
- provide access to an outdoor area and plan outdoor activities on a daily basis.

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

- share information more routinely with schools to complement children's learning through, adopting a consistent approach and understanding of their individual needs.

## Inspection judgements

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

Staff have a generally good understanding of how children learn. They involve the parents when their child first starts by asking them about their child's likes, preferences and what they are capable of doing. Staff also gather information from other settings that the children attend, such as school nursery. This forms the children's starting points and means staff can plan for the children's interests as they start at the setting. Thereafter,

staff observe the children, assesses their development and plan activities to support children's learning. Staff evaluate and plan activities that are engaging that meet the children's interests, hence supporting children in their learning. Children have their own learning books, which parents can see on request to find out what their children have been doing at the setting. In addition, parents share things children achieve at home, which the setting use to support their learning.

Staff are aware of how to meet the individual needs of the early years children. They plan activities from the information gathered during their observations and incorporate the wishes of the children when planning the sessions. As a result, staff provide a good range of activities to meet children's individual learning needs. There are a suitable mix of child-initiated and adult-planned activities provided to engage children in their learning. For example, staff provide games that involve describing characters on cards for the others to guess the name of. This supports children's communication and develops sustained shared thinking well. Staff skilfully join in and participate in children's play. They interact with them and follow their instructions, thus supporting children's independence and emotional skills well. Staff use mathematical concepts in play, such as how many, as children describe the characters. Staff provide writing materials to encourage the children to write and draw. Children enjoy this as they draw lots of pictures and write their names in the learning books. They also participate in using books, which help develop their literacy skills. Staff foster children's language skills as they talk to the children and involve them in conversations. These activities ensure children have the key skills to continue to move forward in their learning at school. Children enjoy physical activities in the hall and have plenty of space to freely move around, when playing games where they have to chase their peers. However, daily opportunities for children to play in the outdoors are hindered because, reasonable steps have not been taken to ensure that the environment is made safe from plants, which are potentially harmful. Children to play well together and recognise each other's capabilities, while developing their social skills for the future. The range of activities and games help the children to be active, independent learners, where they play harmoniously together sharing equipment and waiting their turn.

Behaviour is well managed. Staff implement strategies, such as club rules to ensure children and parents are aware of these. Staff engage with parents at the end of the sessions to inform them about their children's day at the setting. This ensures that parents are involved in their children's life at the setting. Suitable strategies are in place to engage and share information with other settings children attend, such as, school. However, these are not robust and do not provide sufficient information about children's achievements, and next steps to enable practitioners to effectively complement children's learning experiences that they receive there.

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

Children are collected from a variety of schools and arrive happily at the setting. They are aware of the routines and expectations. For example, as they come off the mini bus they wait near the member of staff until they are asked to go into the setting. Staff are good

role models, and encourage children to develop and demonstrate good manners throughout their time at club. For example, children say, 'good afternoon' to visitors as they arrive at club and say, 'please' and 'thank you'. Children form secure relationships with staff and demonstrate they feel safe and secure while they are at the setting. This creates emotional security for all children and helps them grow in confidence. Each child's key person knows them well, and has built up secure relationships with them. This helps children to settle quickly into the setting and supports smooth transition when they first start. Ongoing dialogue between key person and parents ensure that children's individual needs are well met. For example, children experiencing emotional upheaval are supported to develop self-confidence and emotional security by, making appropriate use of praise and encouragement. Children are emotionally equipped with the skills they need to help them settle at school.

Children show they are becoming independent and are able to manage their own personal hygiene, taking themselves to the toilet and routinely washing their hands afterwards. Staff provide nutritious and healthy meals, which are prepared in the setting. Meal times effectively help children to develop social skills. This is because they sit together and have the opportunity to chat about what they have been doing while learning about healthy choices with regards to food.

Children are encouraged to play and actively explore the learning environment. They know how to explore safely managing risks in their own play. Resources are readily accessible and stored at a level to encourage engagement. Staff ensure children understand how to keep safe and develop respect for each other. Children learn about road safety and 'stranger danger' through discussions. They learn about keeping themselves safe in an emergency because they participate in regular fire drills. However, children's safety is compromised because there are potentially harmful plants outdoors and action is not taken to deal with these. This also impacts on children's ability to use the outdoor area on a daily basis.

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

The management team have suitable understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The managers have a suitable understanding of the safeguarding issues. For example, they have knowledge of their procedures to follow in the event of a concern about a child, and have updated these since the last inspection. The club has a range of policies and procedures to help ensure that children are adequately protected and shares these with parents. Adequate recruitment procedures ensure all staff is suitability vetted. However, the system for staff supervision is informal and not rigorous enough to identify training needs, and to provide staff with the support and coaching they need to help them improve if any weaknesses are identified. This does not ensure that the needs and interests of children are met to the maximum potential. This also reduces the opportunity for staff and managers to discuss or identify any sensitive issues or changes to the suitability of staff. Staff ensures all visitors

sign in and out, and all external doors are locked to eliminate unauthorised access. Risk assessments, daily visual checks and suitable routines ensure children are kept safe indoors. However, no action has been taken to address the issue with the hazardous plants in the outdoor area, in order to make the area safe for children to use on a daily basis. Fire drills are practiced regularly to ensure both staff and children are aware of the procedure to follow to keep them safe. There is always at least one member of staff in the club on duty who holds a first-aid certificate. Regular informal discussions between staff result in a close and effective staff team. Consequently, children are mostly supported well to make steady progress in their learning and development through play.

Staff turnover at the club is low and majority of the staff have been employed there for many years. This is the reason that systems of supervision are informal. However, this does not ensure that staff performance is effectively managed to further identify, and develop staff training needs to ensure that children benefit from current childcare practices and knowledgeable staff. Self-evaluation requires improvement because sufficient action is not taken to address issues, such as the outdoor area or to identify priorities to drive ongoing improvement. However, since the last inspection, the club has had made suitable progress to address previous recommendations that were raised. For example, safeguarding policy has been updated and fire drills regularly recorded. The management team generally have a good understanding of the setting's strengths and take steps to make improvements. This is done through discussion with staff, and parent questionnaires. The setting also seeks and acts on children's views. They talk to the children and evaluate regularly how well daily activities are used. This is an effective voice in the daily running of the setting.

There is an effective focus on partnership working with parents who are welcomed into the setting. Staff are available to discuss a child's day and the progress they are making. Daily discussions keep parents informed about their children's care, learning and development. The club establishes generally good links with teaching staff at the school. Staff act as a bridge between teachers and parents, to provide continuity of care as they drop and collect the children at school each day. However, purposeful information about children's learning is not used effectively to complement children's learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register).

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	257169
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	871611
<b>Type of provision</b>	
<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>	1
<b>Name of provider</b>	Highgate Family Support Centre
<b>Date of previous inspection</b>	21/01/2009
<b>Telephone number</b>	0121 440 6788 or 3471

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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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