

Golden Heart Care

General Health Council, Witton Community Centre, 150 Deykin Avenue, BIRMINGHAM, B6 7BU

Inspection date	02/10/2014
Previous inspection date	07/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 a suitable range of activities to promote children's development and focus mainly on the prime areas. Resources are well within children's reach and this helps them to develop independent skills during play activities.
- Children are happy in the setting and form strong bonds with key persons who competently promote their good behaviour.
- Staff have a clear understanding of their responsibilities to safeguard children. They regularly refresh their understanding of safeguarding issues to protect children.
- The manager works satisfactorily with parents and other professionals to ensure children receive appropriate support to maintain continuity in their care and learning.

It is not yet good because

- Staff do not always make appropriate assessments of children's development. Therefore, the next steps in learning, which are used in planning, are not always well targeted to support children's good progress.
- Some staff have not received supervision to ensure they have opportunities to enhance their skills for working with the children.
- The manager does not rigorously monitor the assessments of children's development. Therefore, staff do not always receive appropriate feedback to improve their skills in assessing children.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector observed activities indoors and spoke with the provider, the manager, staff and the children.
- The inspector looked at documentation, including children's learning and development records, staff's files, records of procedures and some policies.
- The inspector took account of information in the setting's parent survey.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full report

Information about the setting

Golden Heart Care opened in 2013 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a community centre in the Witton area of Birmingham. The setting serves the immediate locality and also the surrounding areas. The setting opens Monday to Friday, all year round, except on bank holidays, a week at Christmas and a week at Easter. Opening times are from 5pm to 8pm. Children attend for a variety of sessions. Children are cared for in four rooms and have access to an enclosed outdoor play area. There are currently 10 children on roll. Of whom, four are in the early years age group. The setting supports children who speak English as an additional language. There are currently five staff working directly with the children. Of these, three staff hold a qualification at level 3 and two are unqualified. The setting 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:

- improve the assessments of children's achievements to clearly reflect what children can do and use this information to shape their further learning experiences according to their individual next steps in learning
- put in place supervision arrangements for all staff to ensure they undertake appropriate professional development to enhance their skills for working with children.

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

- strengthen the monitoring of assessments of children's progress, so that any inaccuracies are swiftly identified and staff are supported to improve their practice in order to support children's good progress from their starting points.

Inspection judgements

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

Staff have a sound understanding of how to promote children's learning through a suitable range of activities. They plan appropriately for children's learning by taking account of their interests. Staff provide a fair range of resources to ensure children have opportunities to play freely. For example, children repeatedly return to a doll's house where they spend time exploring the contents. Staff appropriately provide challenge to stretch children during their play activities. For example, they place several jigsaw puzzles

where children can sit comfortably to play with these. Children maintain good focus while they keep on trying until they succeed in completing the picture. At the same time, they learn to recognise numbers because staff encourage them to join in with counting when they complete puzzles. Therefore, children develop skills in solving problems and number recognition. They name colours, such as purple and brown, while they imaginatively paint rainbows. More able children demonstrate a clear understanding of how to use fine brushes to form letters of their name. As a result, younger children are developing their early writing skills in preparation for school.

An initial assessment of children's development is completed with parents to clarify what children can do and staff carry out observations during the settling-in phase. Therefore, they have a clear understanding of children's abilities when they first start in the setting. They continue to observe children and they then plan activities to promote their learning. At regular intervals staff provide a summary of children's development to share with parents. This means that parents receive relevant information about their children's progress. However, some assessments of children's development are not meaningful because staff do not always understand where children are securely achieving skills or still developing them. Records show that in some instances where children's development is recorded to be emerging, this is occasionally identified as a well-established achievement. Therefore, the next steps in learning are not appropriately or fully targeted to shape learning for each child, as they reflect inaccurate information in the observations. Consequently, children make satisfactory rather than good progress in their development.

Staff have a clear understanding of how to promote the prime areas of learning. They talk to children during activities and encourage them to respond. For instance, children who speak English as an additional language are appropriately supported by staff who can communicate with them in their first language. Mostly, staff speak in English and this means that children demonstrate good understanding of what is said, even though their ability to speak in English is just beginning to develop. The provider accepts children who have recently turned two years into the setting. Staff are sufficiently informed about the progress check for children between the age of two and three years. They are currently discussing with other early years providers who will take the responsibility for carrying out the check. Meanwhile, they discuss with parents how to satisfactorily promote children's speech and language skills where these are not yet at the expected level of development. Staff generally encourage children to have fun through indoor physical play and they provide opportunities during the sessions for children to play with racquets and balls. This means that children develop their co-ordination skills by playing with others and enjoy group activities. Staff supervise appropriately and remind children to use racquets carefully and praise them for following this guidance. Therefore, children learn to have regard for the safety of others. Staff generally promote children's skills in sounding out letters during phonics activities and they regularly read stories. Consequently, children learn to sit for activities during these structured sessions and they develop some of the skills which they need when they attend nursery and, eventually, school.

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

Children are clearly forming relationships with peers as they play together, learning to take turns at sharing resources. They are generally well behaved and are willing to join in with tidying away after play. Children are happy in the setting because staff help them to feel at ease. Home visits are arranged, so that staff can meet children in their own environment. Therefore, staff begin to make early relationships with children in a familiar environment. Staff build on this initial contact to foster a sense of well-being in children when they start in the setting. Similarly, staff prepare children well for their move to nursery or school. They help children to be confident by accompanying them to the new settings and, consequently, children develop a positive attitude about the move as they are emotionally well prepared for the change.

Priority is given to children's safety because staff set clear boundaries about those areas of the setting they are not allowed to use. For example, children know they are not allowed in the kitchen at any time. Therefore, when they need a drink they follow the established procedures and ask the staff for assistance. Children now have a better understanding of fire safety because fire drills are carried out regularly. Staff give acceptable messages to children about healthy lifestyles because they provide opportunities for outside play. They regularly take children to the local park to ensure children can play on a wide range of large play equipment. As a result children develop large muscle skills. For example, they learn to maintain their balance when they take risks and climb on frames while staff supervise. Staff carry out relevant risk assessments for these outings and they take appropriate steps to minimise potential hazards. Accordingly, they competently ensure children are kept safe at all times. Children are beginning to learn about healthy eating in a variety of ways. Staff provide creative activities to engage children's attention. Colourful displays are mounted on the walls where children eat snacks. They enjoy a selection of fresh fruit on a daily basis, and this means that they develop a clear awareness of foods that are good for their health.

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

Following the last inspection where the provider received a number of actions to improve, the provider has made several changes to raise the standard of the provision. References are in place for all staff who work in the setting and children are now appropriately supervised during all activities. Risk assessments include the identification of potential hazards to children and show how these are minimised to promote their safety. Also, the provider carries out regular fire drills to ensure children learn how to keep safe by participating in emergency procedures. Staff are effectively deployed to supervise children and all staff involved in handling food have received relevant training. There are now acceptable arrangements to involve parents and other providers in children's learning and development. Overall, staff have a better understanding of the learning and development requirements. However, there are some weaknesses around the assessments of children's achievements and some staff have not yet had supervision to discuss their performance. The arrangements to safeguard children in the setting are satisfactory. Staff have a sound understanding of their responsibilities to safeguard children and they are clear about the procedures to be followed to report concerns. All staff have opportunities to attend staff meetings and to discuss safeguarding issues. Therefore, they refresh their understanding

of how to protect children.

The manager often monitors the planning and leads practice in this area. Although she consistently reviews the assessments of children's progress this is not sufficiently rigorous because errors are not readily identified. Therefore, the next steps in children's learning are not always appropriate to further support children's development. The manager often works with other professionals to review the provision and to make some changes. However, the self-evaluation is not wide-reaching enough because the manager has not identified or addressed weaknesses relating to the learning and development of the children. Staff have opportunities during supervision sessions to discuss their training needs. However, supervision is not yet established for all staff to ensure they receive appropriate guidance to acquire the knowledge and skills to enhance their work with children.

The manager has some reasonable arrangements in place to monitor the views of parents. Questionnaires are completed in which parents express their satisfaction with the service they receive. In particular, they comment on the progress children make in their social skills and that children are happy in the setting. Parents receive basic information about the provision in the setting, such as information about activities, meals that are served and copies of policies. They are asked to provide detailed information about children's development when they start in the setting and they regularly see copies of children's records. Therefore, parents are kept informed about their children's achievements. The manager has developed adequate systems to liaise with other early years provisions where children attend. Transition documents are completed for children when they start at other settings and information is shared with the consent of parents. Therefore, children receive appropriate support to maintain the continuity in their learning. There are established working relationships with other professionals, who often visit the setting and provide guidance which the manager uses to meet the learning and care needs of the children.

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. 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

Unique reference number	EY462163
Local authority	Birmingham
Inspection number	963561
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	10
Name of provider	Abukar Ahmed
Date of previous inspection	07/10/2013
Telephone number	07960655708

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

