

# Mini Meadows

The Meadows Primary School, Bristol Road South, Northfield, BIRMINGHAM, West Midlands, B31 2SW

<b>Inspection date</b>	20/11/2014
Previous inspection date	02/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
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		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

- The provider has not ensured that Disclosure and Barring Service checks are completed for all staff to ensure they are suitable to work with children. Therefore, children are not fully protected from harm.
- The provider does not have effective systems to ensure children's welfare is fully safeguarded. For example, records are not in place to show that designated safeguarding lead practitioners have undertaken the relevant training for their role.
- Records required for the running of the provision are not accessible to provide relevant information about the staff's training and the suitability of some staff who work with children.

### It has the following strengths

- Staff encourage children to try out a wide range of stimulating activities which build on their interests. As a result, they are motivated to learn and develop good skills across all areas of learning.
- There are close partnerships with parents and other professionals to ensure children receive continuity in their learning.

## 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 held meetings with the provider/manager and spoke with staff and children.
- The inspector looked at records, policies, staff's files and documentation, including information provided for parents.
- The inspector observed activities during the inspection.
- The inspector took account of the views of parents spoken to on the day and looked at written information in the setting's parent survey.

## Inspector

Adelaide Griffith

## Full report

### Information about the setting

Mini Meadows registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from The Meadows Primary School in Northfield, South Birmingham. The out of school club serves children who attend the Meadows Primary School and is open from 7.30am to 9am and from 3.15pm to 6pm, Monday to Friday, during term times. A holiday club runs during most school holidays, on weekdays, from 7.30am to 6pm. The out of school club serves the immediate locality and the surrounding areas. Children attend for a variety of sessions. Children have access to the playground and school field for outside play, and are cared for in two school halls and the dining room. There are currently 200 children on roll, of whom 32 are in the early years age group. There are currently seven staff working directly with the children, five of whom hold appropriate early years qualifications at levels 3 and 5. Two staff are unqualified.

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

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

- ensure children are cared for by people who are suitable to do so, by implementing effective systems of the Disclosure and Barring checks in respect of every person who works directly with children
- ensure all staff who are designated safeguarding lead practitioners have attended a child protection training course that enables them to support staff to understand and to follow safeguarding procedures, so that children's welfare is always effectively promoted
- ensure all records are accessible for inspection to provide evidence that children's welfare is effectively promoted.

### Inspection judgements

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

Children fully engage in a wide range of stimulating activities that contribute well to their learning at school. Staff ensure all children's interests are effectively addressed, so that children have the freedom to choose from a wide range of activities. Children demonstrate good social skills as they mix with others and play mainly in small groups. Children develop and test their ideas, and are self-assured in their interactions with staff. For instance, they seek out key persons to share their excitement and achievements. They have well-developed imaginations and proudly explain why the pretend whale is balanced

between two toy seals. They use mathematical language in their conversation, describing the sizes of these animals. This means that children have well-developed language skills and are confident to talk about their ideas. Children freely select activities at the writing table. Some draw pictures of themselves while others concentrate on writing lists of short words. Therefore, children's writing skills and creativity are very well promoted. Children take responsibility for their play and ask for support when they need assistance in this relaxed environment. Staff join in with activities but do not take over. As a result, children confidently manage their play and negotiate the use of resources with others. For example, children enjoy a wrestling game with toy wrestlers in which they move the enclosed ring back and forth and so all take turns appropriately.

The planning is flexible to ensure children's interests are reflected in the activities. For example, thanksgiving activities are included to share children's experiences from holidays and to introduce new learning for those children who are unfamiliar with these celebrations. Staff recognise that children are aware of some national events and plan activities around these to extend learning. For instance, a lovely display of poppies includes comments written by children. Staff support children during weekly mini club activities, which are delivered by other professionals. Therefore, children gain a good understanding of the world around them as they learn about pet protection, sign language and cooking. Parents continue with some of these activities at home. For example, they discuss food that is suitable for animals and engage in cooking. Regular meetings are held with the school staff to discuss children's individual needs. Staff then plan suitable activities that incorporate the next steps in children's learning so that they move on in their development. Usually, children are cared for in the main hall where a wide range of resources is available to promote all areas of learning. For instance, children enjoy role play and use technology equipment under close supervision to support their learning. A book corner is also provided to promote children's literacy skills and to help them develop a fondness for reading. Children have a wide range of fun experiences in the club. As a result, their learning is well promoted.

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

Children's welfare is ineffectively promoted due to poor safeguarding practice. The provider has not ensured that all staff who have regular contact with children are vetted. In addition, training records are not accessible for staff who are designated safeguarding lead practitioners. That said, children are happy and form close attachments with key persons who competently fill their roles to support children. Staff respond promptly to requests for help during activities and they know children well. They give attention to children's needs as agreed with parents. For instance, some children prefer open sandwiches and staff ensure these are served at snack time. Staff give clear messages to children about healthy eating because they encourage children to eat fruits and a selection of healthy options. Occasional, rare treats of chips are provided and enjoyed by children. Water is within reach, ensuring all children can help themselves so that they drink regularly. Owing to extension work, which is currently being carried out on the school, physical play activities are at times delivered indoors. Staff ensure children have opportunities for physical exercise to encourage movement in a number of ways as they

bend, stretch, jump and sing songs to accompany the routine.

Staff provide many opportunities for children to develop independence skills through all activities. At snack time children set out plates on the tables, which are cleaned appropriately by staff. This means that staff competently follow procedures to minimise the likelihood of cross-infection. Consequently, children's good health is effectively promoted. Security is well maintained because staff always escort children to the toilets and ensure that they return to the halls or rooms when these are used. As a result, children are appropriately supervised at all times. Children are generally content and they are well behaved. They treat others with respect and spontaneously apologise for any incident that might upset others. Staff carry out daily checks of all areas used within the premises to ensure they are suitable for use with children. The welcoming environment contributes appropriately to children's sense of belonging in the club. Staff always discuss children's interests with parents when children first start in the club. They ensure that during the settling-in phase, children can play with favourite toys so they feel comfortable in the new environment. This supports their emotional well-being effectively.

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

Leaders have a poor understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. A safeguarding policy is in place and there are designated safeguarding lead practitioners who have an acceptable understanding of their role. However, the provider cannot provide records to show that the lead persons have undertaken the required training to guide and support staff. Therefore, children are not fully safeguarded. Furthermore, the provider has not followed procedures with regard to the Disclosure and Barring checks, as these are not completed for all staff. This means that the provider cannot verify that they are suitable to work unsupervised with children. Although the provider explained that these records were available, they were not on site and accessible on the day of inspection. This means that the requirements for Early Years Register and the Childcare Register are not met, and children are at risk. Staff carry out daily risk assessments of the premises to ensure that they are suitable for children staff are adequately deployed to supervise children during all activities.

The provider and staff jointly plan and review activities, ensuring that they follow children's interests to promote their learning. The manager regularly observes staff's practice and gives feedback on where they can make improvements to support children's learning. Staff have undertaken courses in equal opportunities and appropriately work at meeting all children's individual needs. Staff have opportunities during supervision sessions to discuss their practice and any concerns they might have about children. At the team meetings staff discuss safeguarding issues and up-to-date information is displayed to ensure staff have a clear understanding of procedures. Since the last inspection, the provider has made several changes in the club. In particular, the key-person system is now established and children's independence skills are promoted more. However, the self-evaluation does not take account of significant weaknesses to ensure children's welfare is always fully promoted. There are positive partnerships with parents who receive

appropriate support from the staff. Parents comment favourably on the friendly attitude of the staff and the wide range of activities and resources to support children's enjoyment. The provider is responsive to suggestions from parents and has provided additional activities that reflect children's interests, such as sewing. The partnership working with other professionals is firmly established. The provider regularly liaises with the head teacher and staff of the school to ensure children's individual needs are addressed and met.

### 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 effective systems are in place to ensure that all staff are suitable to work with children by obtaining enhanced Disclosure and Barring Service checks to protect children (compulsory part of the Childcare Register)
- ensure that the lead practitioner who is responsible for the safety and welfare of children has attended child protection training so they acquire the knowledge and understanding to provide support and guidance, so that children are effectively protected (compulsory part of the Childcare Register).
- ensure effective systems are in place to ensure that all staff are suitable to work with children by obtaining Disclosure and Barring Service checks to protect children (voluntary part of the Childcare Register)
- ensure that the lead practitioner who is responsible for the safety and welfare of children has attended child protection training so they acquire the knowledge and understanding to provide support and guidance, so that children are effectively protected (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>	EY301456
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	861757
<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>	60
<b>Number of children on roll</b>	200
<b>Name of provider</b>	Kerry Lorna Hastings
<b>Date of previous inspection</b>	02/02/2012
<b>Telephone number</b>	0121 675 3203

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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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