

Happy Families @ Woodview Primary School

Woodview Primary School, Woodview Drive, BIRMINGHAM, B15 2HU

Inspection date	27/11/2014
Previous inspection date	18/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's welfare is not promoted because the provider has failed to notify Ofsted of changes to the manager. In addition, recruitment, induction and supervision are not adequate to ensure all staff understand their roles and responsibilities.
- Children are not effectively safeguarded because there is no designated safeguarding person and the policy and procedures are not robust and understood by all staff.
- Documentation to support the safe and efficient running of the setting is not robustly kept or easily accessible. In particular, some first-aid certificates and other staff information are not available on site.
- Children's health and well-being are not adequately promoted because meals are not balanced and nutritious. Staff do not always use the space available to promote children's physical skills and support their independence and engagement in activities.
- Children's emotional well-being is not adequately supported because there is no key person system in place and not enough information is shared with parents to support children as they settle in and throughout their ongoing development.

It has the following strengths

- Children have access to a wide variety of craft materials and enjoy working together to create their artwork.

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 had a tour of the out of school club with the manager.
- The inspector observed activities in the indoor environment.
- The inspector checked a sample of policies and procedures.
- The inspector checked evidence of the suitability and the qualifications of the staff working with children and the club's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

Full report

Information about the setting

Happy Families at Woodview Primary School was re-registered under new ownership in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on school premises in Birmingham, and is managed by a limited company. It operates from a classroom and a hall. There is an enclosed area available for outdoor play. The provision employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and one holds level 3. It opens term time only from 7.45am to 8.55am and 3.05pm to 6pm Monday to Thursday, and 3.05pm to 5.45pm on Friday. Children attend for a variety of sessions. There are currently 22 children on roll, 15 of whom are in the early years age group. The provision supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- implement a clear and detailed child protection policy that is written in line with the Local Safeguarding Children Board and includes all accurate contact numbers and the procedure to follow if an allegation is made against a staff member
- ensure the setting has a designated person to take the lead responsibility for safeguarding children and ensure all staff fully understand their roles and responsibilities in protecting children from harm
- ensure all required documentation is organised and available during inspection, including first-aid certificates and all staff's recruitment files
- ensure robust recruitment and induction procedures are in place to confirm all staff are suitable and understand their roles and responsibilities
- ensure adequate space is available daily and is organised effectively to promote children's physical development and support their independence and engagement in activities, including having an appropriate area for children to hang their coats and bags
- ensure there is a named key person for all children and gather all required information so that their individual needs are effectively met, including gaining information about children's home languages, to fully support all children in the setting
- help children understand the importance of making healthy choices in their food by ensuring they have a diet that is balanced and nutritious
- ensure all required information is shared with parents from the outset and continues to be shared on an ongoing basis, including information about the provision, activities on offer and children's individual progress
- ensure appropriate arrangements are in place for the supervision of all staff and provide support, coaching and training to improve practice and promote the interests of all children.

Inspection judgements

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

Children are generally happy and enjoy most of their time in the out of school club. They are developing their social skills as they join in with craft activities and enjoy working together. Children are developing their creative and critical thinking skills as they use collage and malleable materials to create their masterpieces. However, they do not benefit from a range of activities that challenge and stimulate their curiosity or build on what they already know and can do. Children's access to toys and equipment, such as books and role-play resources, is restricted. This is because staff have not considered the organisation and layout of the room, in respect of how many children are using it. They do not ensure that the available toys are accessible by all children. This is because children sitting at table-top activities are positioned in front of shelving units and boxes, which restricts other children's independent access.

Staff use some effective communication skills to support children in their activities. They engage in conversations and use some skilful questioning to encourage children to think about what they are doing. Staff encourage children to talk about what they have enjoyed doing at school. They demonstrate that they value what children have to say by listening to their responses. Staff sit with the children, encouraging them to get involved in activities. However, children are not always fully engaged or motivated in the activities on offer. This is because they are not able to make their own choices, explore their environment or join in with purposeful play. As a result, some children become bored and distracted. Children are beginning to develop a sense of responsibility as they tidy away resources at the end of the day and they enjoy sharing the artwork they have created.

Children with special educational needs and/or disabilities are generally supported because staff are working closely with the special educational needs coordinator at the school. They gain information and advice on how best to support children so that they can all benefit from the activities on offer. Children who speak English as an additional language are not adequately supported because staff do not know the different languages children speak. Therefore, they do not have words in children's home language to help them to settle and gain a good understanding of English. Partnership with parents is weak and not enough information is gained about children's individual needs when they first start. Staff do not provide ongoing information about the activities on offer or share the progress children are making while attending the club. Staff liaise with teachers of the school to gain advice to support children's needs, learning and behaviour.

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

Children's emotional well-being is compromised because they do not benefit from having a key person. Staff do not gather enough information from parents when children first start, to enable them to support children's individual needs. For example, they are not aware of what children can already do or what language they speak at home. This hinders staff's ability to help children settle and provide activities that are appropriate and engaging.

Children are beginning to form relationships with staff, which means they are slowly getting more involved with the activities at the club as they build attachments.

Children' health and well-being are not adequately promoted because staff do not help children to understand the importance of a healthy diet and exercise. Parents express their dissatisfaction in respect of foods offered to children. These are often tinned and convenience foods, which have not been considered by the provider and manager in respect of their nutritional value. As a result, children are not provided with a healthy diet. Children have use of a large outdoor playground. However, this is not used in the winter months because of the dark nights. Children sometimes access the hall for physical activities, such as dodge ball and football. However, these opportunities are not provided each day, which means children do not always engage in exercise or expend energy after a busy day at school. This results in some children's behaviour being disruptive. However, staff do deal with children's behaviour appropriately. They encourage children to think about the consequences of their actions and how their behaviour can make others feel. Staff have implemented a traffic light system to encourage good behaviour. If negative behaviour continues, staff liaise with parents and teachers to put support systems in place. As a result, children are beginning to understand boundaries. Children are beginning to understand how to keep themselves safe because staff show children how to use equipment, such as scissors, safely. Staff carry out regular fire drills so children have an understanding of the procedures to follow in the case of an emergency.

Children are developing an understanding of good hygiene practices as they are encouraged to wash their hands after going to the toilet and before meals. They are beginning to develop their self-help skills as they independently use the toilet. Children help lay the table for meals and serve themselves cafe style, promoting their independence. However, children are not involved in planning their own activities and do not make independent choices of what they want to do. Furthermore, there is no appropriate place for children to hang their coats and bags as they come into the club. As a result, children are not provided with a range of opportunities to take ownership of the club and build on their confidence and independence to help them continue to grow as individuals.

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

The provider and manager have failed to meet all legal requirements of both the Early Years Foundation Stage and the Childcare Register. As a result, children's well-being and safety are compromised. The provider has failed to notify Ofsted of past changes to the manager and this is an offence. Consequently, children's welfare is not fully assured. Children are not effectively safeguarded from harm because the safeguarding policy and procedures are not robust. The setting does not have a designated person to take the lead responsibility for safeguarding and the policy is not in line with the Local Safeguarding Children Board. It does not give staff all the relevant information they need, including up-to-date contact numbers for making a referral. Although staff demonstrate their understanding of the known indicators of abuse, they are unclear of their individual roles and responsibilities in reporting concerns. In addition, staff do not understand the

procedures to follow if an allegation is made against another staff member. In other respects, staff do complete risk assessments to ensure the premises are safe and secure and there is a clear procedure in place for the safe collection of children. However, the provider and manager are not monitoring the space available and the numbers of children attending to ensure children can freely move around their environment gaining independent access to a range of activities.

Children's welfare is not promoted because recruitment and induction procedures are not robust to ensure staff are suitable to fulfil their roles. Suitable checks are completed for staff when they start at the setting. However, this is not updated if a staff member leaves and returns. Some documentation is disorganised and is not readily available during inspection, including staff recruitment information and first-aid certificates. Therefore, the storing of essential documentation is not sufficiently robust to ensure the safe and efficient running of the club. The provider and manager fail to complete supervisions to ensure staff performance is monitored. As a result, staff do not receive the training and support needed to improve the quality of their practice.

Parents spoken to said that the relationships they have built with staff are a key strength. However, some raised concerns about some aspects of the club, including not being kept informed of how their children are settling and the activities they enjoy doing. They also raised concerns about the size of the room and the meals children are being offered. This reinforces that parents are not encouraged to share their views and contribute to self-evaluation. Staff have built some effective links with the school. They gain information and advice from teachers and the school's special educational needs coordinator. Therefore, they are well placed to gain appropriate support for children with special educational needs and/or disabilities.

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 all staff are trained on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure there is a designated lead practitioner who has particular responsibility for ensuring the welfare and safety of all children. The lead practitioner must be the provider, manager or any person who cares for the children (compulsory part of the Childcare Register)
- ensure that any food and drinks provided is properly prepared, wholesome and

nutritious (compulsory part of the Childcare Register)

- ensure information about the activities children will undertake is shared with parents (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register)
- ensure information about the activities children will undertake is shared with parents (voluntary part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (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

Unique reference number	EY423190
Local authority	Birmingham
Inspection number	852391
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	22
Name of provider	Happy Families Child Care Limited
Date of previous inspection	18/10/2011
Telephone number	07756553054

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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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