

Birchfield Children's Centre

1 Houghton Road, Birmingham, West Midlands, B20 3LE

Inspection date	09/01/2015
Previous inspection date	24/10/2011

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff are aware of children's individual needs and precise assessment and planning are in place for all children. As a result, children show signs of making good progress during the time they spend at the setting.
- Staff provide a wide range of stimulating and interesting activities for children to extend their learning. As a result, children show high levels of engagement in activities.
- Children form strong bonds and secure emotional attachments with their key persons and staff. This helps them gain a good sense of well-being and belonging.
- Staff take all necessary steps to safeguard children and know what to do if they have concerns about a child. Consequently, children are fully protected from harm.

It is not yet outstanding because

- Occasionally, opportunities for children to fully develop their mathematical skills are not always maximised in activities.
- Opportunities for parents to contribute to their children's learning are not always fully embraced, to ensure their knowledge is used to help share ideas about how to move children forward in their development.

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 observed activities in the playrooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children throughout the inspection as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and her improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kulwant Singh

Full report

Information about the setting

Birchfield Children's Centre was registered in 2003, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Handsworth area of Birmingham, and is managed by Birmingham City Council. The nursery serves the local and surrounding areas. It operates Monday to Friday, all year round, from 7.30am to 6pm. There is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3 and one has a Foundation Degree. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four- year old children. It supports a number of 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 further improve the quality of the early years provision the provider should:

- extend opportunities for children to enhance their mathematical skills, by ensuring staff encourage mathematical language and children's already good counting skills in more activities
- enhance the opportunities for parents to contribute to their children's learning, for example, by using their ideas from home to inform daily planning.

Inspection judgements

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

The quality of teaching is consistently good. Staff demonstrate that they have a secure understanding of the Early Years Foundation Stage and how children learn through play. They provide children with stimulating activities based on children's needs and interests. Before children start nursery, staff carry out home visits. This allows them to gather information about the children through observations and discussions with the parents, including the All about me form. This is used as a starting point for staff to effectively plan for children's learning and development. Further assessments are carried out each term, so that any gaps in children's learning are identified and swiftly addressed through support. For example, staff work closely with professionals, such as speech and language therapists, to support children who have difficulty with their speech. Progress checks for children aged between two and three years are carried out and shared with parents at progress meetings. Children's individual actions plans identify their interests and needs. This informs the planning of activities and, as a result, children make good progress in their learning and development.

Children's imagination is fostered well. Sand is presented to children with real pots, pans and mixing spoons. Children talk about baking cakes and pretend to make a mixture. They show high levels of concentration and engagement and enjoy pretend play with their peers. However, opportunities to further promote children's mathematical development are occasionally missed. For example, while engaging in role play, staff do not always encourage the use of mathematical language and counting. Children independently enjoy sharing books with staff and listening to stories. Consequently, their early reading and thinking skills are promoted as they begin to recall and think about what might happen next in stories. Children learn about the world they live in. They explore books with staff about the planet they live in and the environment surrounding them. Children make comments about the world, such as 'the world is round'. Staff further encourage this through discussion and asking open-ended questions. Children enjoy making marks using paint and their fingers. Staff provide a range of colours, which encourages children to be creative as they describe what they are painting to staff and their peers. This encourages their early literacy skills and prepares them for transition to school.

Parents speak highly of the nursery and staff. They comment on the good progress children make and the supportive environment created by the staff. For example, parent's workshops are organised and held for parents through the children's centre. Relevant topics are discussed, such as school readiness and transitions, as well as toilet training. However, there is scope to extend the existing good partnerships with parents. Further developing information sharing about children's home learning and experiences will ensure that opportunities for children to make even greater progress are fully maximised. Staff value diversity and promote children's home language within the nursery. Key words are used and displayed, so that children feel respected, secure and at home. As a result, they gain confidence and learn to speak English, which prepares them for school.

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

Staff strongly promote children's well-being. Children develop secure emotional attachments with their key persons. For example, when staff enter the room some children dance and cheer in joy. Excellent settling-in procedures, including home visits by key persons, ensure their transition from home to the nursery is smooth. Staff have daily conversations with parents at the start and end of each day. This ensures children's individual care needs are catered for, preparing them emotionally well for their next stage of learning. There is a vast array of toys and resources for children to explore, which are easily accessible. They independently select items and transport them around the rooms to support their play. Children are generally calm in the nurturing environment. Their good behaviour is promoted throughout the day as staff carefully listen to them. When some children display challenging behaviour, staff swiftly drive their attention to a positive task, such as putting their boots on before they go into the outdoor play area. As a result, they begin to behave appropriately and engage with peers and the activities on offer.

Children have a good understanding of routines and know when it is time for snack. They independently wash their hands while staff supervise them, which minimises the risks of cross-infection. Staff promote children's good health by ensuring tables are appropriately

cleaned ready for them to have their snack. Children's independence is further encouraged by staff as children serve their own fruit and pour their own water from jugs into cups. Staff ensure that resources are accessible for children. For example, when jugs containing water are too heavy for children to handle, staff reduce the content, so that they are easier for the children to control. Children's good health is promoted by staff. They choose from a range of different fruits, water and milk. Staff talk to children about healthy eating and why it is important to eat fresh fruit, water and milk. They cut the fruit with the children and ask open-ended questions. As a result, children's thinking skills are encouraged as they learn about healthy eating and healthy lifestyles. Children benefit from daily fresh air and exercise in the garden. Their physical development is promoted by staff as they regularly provide opportunities for them to explore the outdoor environment, where they enjoy climbing and riding bicycles and trikes.

Staff give good priority to children's safety and well-being. They carry out daily health and safety checks of the premises to keep hazards to a minimum. Staff are vigilant and supervise children very well. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment. For example, when children climb onto the chairs, staff swiftly ask them to come down in a calm manner. Children listen to the staff and, as a result, they are safeguarded. The nursery has effective security systems in place. All visitors enter the building through the children's centre's main entrance by using the intercom system, which is managed by a receptionist. As a result, children are able to play and learn in a safe and secure environment.

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

The manager has a secure understanding of her responsibilities to ensure that practice meets the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. The staff team has a good understanding of safeguarding procedures, and know how to identify and report concerns they may have about children in their care. Robust policies and procedures support staffs' effective work, which incorporate local authority guidelines and requirements. Staff implement these on a daily basis and records are kept very well and analysed, so that children's health and safety is well protected. The manager ensures that staff undertake mandatory training, such as safeguarding and first aid, and, as a result, children are safeguarded from harm and benefit from the enhanced skills and knowledge of staff. Recruitment procedures are strong and include background checks and an induction to the nursery.

The manager has effective monitoring systems in place for staff performance, planning and assessment. As a result, staff work very well as a team to plan for the children in their rooms, so that they all build on children's learning. The manager observes staff performance. Regular appraisals and supervisions are carried out and targets are set for staff training or mentoring. The manager monitors the impact of planning and teaching on individual children's progress, so that this is consistent. Opportunities for further developing the nursery are identified through reflecting on evaluations of the provision in team meetings. As a result, children's learning experiences continue to improve, as the evaluation process is ongoing.

Staff work effectively in partnership with other professionals. For example, staff work closely with speech and languages therapists to provide specialist support for children who have difficulty with their speech. Local authority early years advisers and teachers support staff in the improvement of planning and assist in monitoring the provision. Well-established links with local schools are established, which means children's learning is complemented, and their well-being is protected if they also attend other settings. Staff share information about children's progress and work together to support children effectively. Parents are informed about the nursery policies and procedures and their comments and suggestions are welcomed.

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	EY262366
Local authority	Birmingham
Inspection number	989648
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	48
Name of provider	Birmingham City Council
Date of previous inspection	24/10/2011
Telephone number	01216750967

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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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