

# Precious People

Birches Green Infants, Birches Green Road, Erdington, Birmingham, B24 9SR

<b>Inspection date</b>	07/01/2015
Previous inspection date	17/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		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 plan and provide a wide range of activities to effectively build on children's learning in school. As a result, children approach their play with enthusiasm and they enjoy their time at the club.
- Staff have a good understanding of their role in protecting children. They are confident in their ability to take appropriate action to ensure children are protected from abuse or neglect. This helps to keep children safe from harm.
- Staff work in partnership with the school and parents to ensure information is shared so that children's learning can be complemented and their individual needs generally met.

### It is not yet good because

- Some records are not easily accessible or available for inspection to ensure the safe, effective and efficient running of the club. This is a breach of requirements.
- Children have limited opportunities to relax or sit quietly, as there is no inviting area to enable them to unwind or relax with their friends in comfort.

## 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 main hall and held discussions with the children.
- The inspector observed the children having their teatime meal.
- The inspector looked at children's records.
- The inspector checked evidence of suitability of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Precious People was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings run by the same private provider. It operates from Birches Green Infant School in Erdington, Birmingham and serves children who attend Birches Green Infant and Junior Schools. Children have access to an enclosed outdoor play area. The setting opens Monday to Friday during the school term, from 8am until 8.50am and from 3.15pm until 5.30pm. Children attend for a variety of sessions. There are 45 children on roll, 11 of whom are in the early years age range. There are six members of staff who work with the children. Of these, four hold a relevant qualification at level 3.

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

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

- ensure that all records are easily accessible and available for inspection.

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

- provide cosy and welcoming areas where children can relax and unwind with staff or other children

## Inspection judgements

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

Children enjoy their time at the club. Staff know children well and have good relationships with them. They engage in quality interactions, encouraging children to speak out and share their thoughts. This means that children have the confidence to engage in conversations with others. Children demonstrate good social skills. They are very interested in the people around them and many greet visitors politely saying 'Hello' and 'Pleased to meet you'. Children are eager to share what they like about the club and the activities they enjoy with visitors, demonstrating confidence in their surroundings. Staff regularly observe and monitor children's progress. Younger children have an individual learning journal containing observations and examples of their work. Staff talk to the teachers in the school on a regular basis to ensure that they have a good awareness of children's learning needs. This encourages a shared approach to promoting children's learning. Partnerships with parents are good. Information is shared routinely about the children, incorporating feedback from both the club and the school. Consequently, children receive continuity in their learning and this supports them in making good progress.

Staff provide a variety of open-ended experiences and activities on a daily basis. For example, children enjoy imaginative play in the role-play area, as they care for their 'babies'. Staff organise the environment well to enhance all children's learning, and most resources are attractively displayed and accessible. There is a selection of age appropriate books on a table top for children to choose from. This promotes their interest in reading as they share stories with staff.

Staff plan effectively to extend children's learning and engagement. For example, staff encourage children to play a game to extend their writing skills. They call out words and children race to write them down on their white boards. Staff support children well as they sit alongside children and show an interest in what they are doing. They discuss topics of interest and this allows staff to ask children a range of questions to promote conversation and thinking skills. As a result, their language and communication skills are developing well. Children extend their physical skills as they enjoy playing with a mini pool table. They understand how to hold the cue and concentrate as they shoot the ball towards the pockets. They quickly learn how to guide the cue to the balls. This also helps to develop their concentration and counting skills as they count the balls that are on the table. Consequently, children enjoy a range of activities that develop their skills in all areas and complement their learning at school.

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

All children and their families are warmly welcomed into the club by the staff team. Children come in with self-assurance and eagerly start to talk about their day at school. Each young child is assigned a designated person to take special care of them and help them settle into the club. These key persons speak to parents about their children at the end of the session. This means that children's care and play are tailored to their individual needs. There is a range of resources that are accessible to all children. There are some soft cushions available that are used by children playing on the computer console throughout the session.

Children demonstrate they are emotionally secure and happy in the club as they make choices about their play. Children accept each other's differences and are building strong peer relationships because staff encourage them to treat each other with respect. Staff use praise and encouragement, older children act as role models and staff encourage children to share and take turns during activities. As a result, all children understand boundaries and their behaviour is generally good. Children's safety is promoted because staff regularly talk to the children about how they can keep themselves safe. Staff complete regular fire drills to ensure children know the procedure to follow in the event of a fire. As a result, children are gaining a better understanding of keeping themselves safe.

Children have opportunities to play outside and are encouraged to participate in games that promote their physical development. Children have the option to enjoy a nutritious meal provided by the school and help themselves to fruit and drinks as required. Generally good hygiene practices are in place, and daily routines strengthen children's self-care

skills. As a result, children develop knowledge of how healthy practices and exercise promote their overall health and well-being.

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

Overall, the manager and leadership team have an adequate knowledge of the safeguarding and welfare requirements. This means that, in general, children's welfare is suitably promoted within the nursery. All staff have a sound understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. Therefore, children are protected in this respect while in their care. Safer recruitment procedures are generally followed to help check that adults who work with the children are suitable to do so. Staff have Disclosure and Barring Service checks and those who are waiting for checks to be completed have only supervised contact with the children. Risk assessments are maintained to ensure that all areas children access, both indoors and outside, are safe and suitable. This support children's well-being. However, some documentation is disorganised and is not readily available for inspection, including staff training certificates that show staff are adequately skilled for their roles. This is because some documentation is kept at the provider's home. Although most documentation was collected and made available for inspection, some training records were not provided. This is a breach of requirements and compromises the efficient running of the club.

The provider has a system to monitor staff performance throughout the year and to identify any areas for improvement and training. The staff team have regular meetings to discuss and evaluate their practice. Regular appraisals are used to identify training needs and the provider supports staff to obtain or enhance qualifications. The provider and manager work together to support staff to develop their practice adequately and ensure children's needs are appropriately met. The manager seeks the views of parents and children as part of the evaluation process. The open and secure atmosphere within the club encourages informal feedback from children, who express their own views and opinions, which help inform subsequent activities. Children and parents are also invited to use suggestion boxes to put forward ideas for improvements. This means that the club reflects the views of the individuals who use their service when looking for ways to improve the provision.

The manager monitors the activities to ensure that the club provides a suitable range of learning opportunities. Children's needs are met through effective partnerships with the schools, and the club shares information with parents, who feel they are kept informed about all aspects of the provision. Parents spoken to on the day of the inspection are very happy with the quality of care provided. They comment that their children enjoy attending and ask to come for additional sessions.

### **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

<b>Unique reference number</b>	EY264905
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	860632
<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>	45
<b>Name of provider</b>	Fiona Doloras Sheppard
<b>Date of previous inspection</b>	17/11/2011
<b>Telephone number</b>	07977 074726

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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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