

Fircones Child Care Centre

Firs Primary School, Dreghorn Road, Birmingham, West Midlands, B36 8LL



Inspection date

14 May 2015

Previous inspection date

11 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Managers have a secure understanding of the requirements of the Early Years Foundation Stage. Regular discussions about safeguarding procedures underpin staff's confidence to follow the whistle-blowing guidance. This means effective systems are in place to protect children from harm.
- Staff carry out regular observations and they make accurate assessments of children's achievements. Staff provide good guidance for parents to continue with activities that help children learn, at home.
- The strong partnerships with parents work effectively to promote children's learning and care needs. Parents have opportunities to attend workshops, such as the healthy lifestyle project. Staff share a wide range of information about healthy eating, resulting in healthy contents in children's lunch boxes.
- Staff quickly respond to children's learning needs. They identified a high number of children with language-skills below the expected levels of development. As a result, staff have started communication groups to provide intensive support for these children, ensuring gaps in this aspect of children's learning, are closing.
- Staff work closely with professionals to meet the learning needs of children with special educational needs and/or disabilities. Staff consistently discuss with parents the methods to develop the skills of children who speak English as an additional language. Therefore, these groups of children make good progress from their starting points.

It is not yet outstanding because:

- At times, staff do not extend the use of good questioning to provide sufficient opportunities for some children to share their home experiences.
- The review of staff's practice is beginning to take shape, but this does not consistently provide feedback on the good quality teaching.

What the setting needs to do to improve further

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

- extend the good quality teaching to ensure children have more opportunities to fully share their information, for example, about home experiences
- develop further opportunities to observe and evaluate good quality teaching to ensure this is sustained by all staff, so that children achieve at the very highest level.

Inspection activities

- The inspector had a tour of the premises with the deputy manager.
- The inspector observed teaching and learning activities indoors and outside.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the setting's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide stimulating activities across all areas of learning, ensuring children make good progress in their development. Staff consistently use the information gained from observations to plan for children's next steps in learning. Staff follow children's interests, resulting in them remaining engrossed and enjoying what they do. Staff enthusiastically model a series of movements during physical exercise activities and they give clear instructions to encourage good listening. Staff effectively extend children's learning through skilful questioning about the effects of exercise on their bodies. Staff imaginatively use puppets to promote children's speaking. The challenge for children to listen when others speak is well managed by experienced staff. Occasionally, they miss opportunities to encourage quieter children to make a full contribution during activities. Staff consistently achieve the learning intentions for planned activities, including the promotion of early number skills. Staff adapt learning methods to children's stage of development. They provide opportunities for pre-school children to write their names on paper, while younger children practise making marks in foam. Staff meet children's individual needs through worthwhile learning experiences.

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

Children demonstrate by their behaviour that they feel emotionally secure in the nursery. They form strong bonds with key persons who inspire confidence with lots of praise and warm interaction. Staff are effectively deployed to supervise children during all activities, indoors and outside. The independence skills of all children is extremely well promoted. Even younger children learn to choose with minimal assistance from the healthy options on offer for breakfast. Staff clearly explain how to use cutlery correctly so that children learn to keep themselves safe. Children enjoy exploring resources and they play well with others. Staff motivate them during play by joining in with activities, such as building sand castles, and acting as hairdressers' models during role play.

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

Supervision sessions are held regularly, ensuring staff have opportunities to discuss their roles and training needs. All staff have attended training in planning and observations, resulting in good provision for children. Managers regularly review planning and assessment, to ensure they meet children's individual needs. However, the monitoring of staff's practice is developing and not yet fully established. The high-level qualifications reflect the good quality teaching in the nursery. Staff regularly attend meetings with other providers to discuss how to support children's needs, ensuring they are well prepared for school. The proactive managers have explored many methods to improve the nursery. They have visited several settings and met with outside agencies to effectively improve their provision.

Setting details

Unique reference number	229161
Local authority	Birmingham
Inspection number	983926
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	43
Name of provider	Fircones Child Care Centre Ltd
Date of previous inspection	11 July 2014
Telephone number	0121 749 6659

Fircones Child Care Centre was registered in 1999. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications at level 2, 3 or 6, including one with Early Years Professional Status. The nursery opens Monday to Friday during term time only. Sessions are from 8.30am to 3.30pm. 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. A wrap-around service is offered for children who attend St Wilfrid's Primary School Nursery and the nursery class at Firs Primary School. The nursery has working links with the local children's centre.

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