

Birmingham Community Childrens Centre

61 Bacchus Road, Winson Green, Birmingham, B18 4QY



Inspection date

4 November 2015

Previous inspection date

13 April 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children make good developmental progress in relation to their starting points, which successfully prepares them for the next stage of their learning, including school.
- Staff provide children with a stimulating, varied and exciting learning environment. Staff are skilled at motivating children to learn during their play.
- Children develop independence as they play and gain rapidly in confidence as they make their own choices. Staff constantly respect and support children's interests, ideas and efforts during their play.
- Staff work effectively in partnership with parents to meet children's individual needs. Staff skilfully build strong attachments with children, which forms a secure basis for children to learn.
- Staff skilfully promote children's positive behaviour. Children show high levels of cooperation, respect and tolerance for others.

It is not yet outstanding because:

- Staff have not made sure that all relevant information is shared with other settings that children attend and have previously attended. They do not complement the learning that takes place elsewhere.
- The system for professional development is not sharply focused on ensuring staff benefit from sharing first-rate practice.

What the setting needs to do to improve further

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

- improve partnership working and information sharing with other settings that children attend
- extend the system for professional development to ensure a targeted approach is used for building on good teaching practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and project coordinator. She looked at relevant documentation, such as the self-evaluation document and evidence of the suitability of staff.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Susan Rogers

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have attended safeguarding training and update their knowledge during meetings and individual supervision sessions. Recruitment of staff is effective and all staff have suitability checks in place. Staff are well qualified and regularly attend training. Staff have an in-depth knowledge of the families and children they support and work hard in their commitment and dedication as they promote children's learning and development. Self-evaluation is used to set targets and the drive for continuous improvement is good. The manager and staff monitor children's progress and development and use this information to plan for any gaps in their learning. There are strong links in partnership with parents who are actively included throughout their children's development and learning.

Quality of teaching, learning and assessment is good

Staff use detailed assessments to share and track children's progress and plan for their further development. They skilfully promote children's learning by encouraging them to enjoy a wide range of play experiences. Staff give children lots of individual attention and reassurance. They coax them to try new activities and encourage them to make the most of the stimulating outdoor and indoor environment. Babies and younger children enjoy the calming atmosphere of the sensory room. Children concentrate and focus their attention as they watch fluctuating lights and bubble tubes with fascination. Staff effectively extend children's learning by skilfully giving children plenty of time to do things for themselves. Children respond well to the individual attention provided by staff and enjoy the calming and stimulating environment. Children's communication skills develop well as staff model words for them and encourage their understanding.

Personal development, behaviour and welfare are good

Staff are skilled and effectively support individual children's emotional well-being. Children form secure attachments with their key person, which provides a firm basis for them to progress well. Children settle smoothly into the setting as staff sensitively engage them in play and make the most of their individual interests. Staff promote children's physical skills. Children learn to move around in safety and are mindful of other children's whereabouts as they explore the soft-play area. They climb and jump into the ball pool and descend the slide with confidence. They explore the well-resourced outdoor areas, enjoying the challenges of climbing steps and using the trampoline safely. This encourages them to be aware of their own safety and abilities.

Outcomes for children are good

Children are well prepared for the next stage of their learning and make good progress from their individual starting points. Their communication and language skills are developing well. Children develop independence and confidence in exploring their environment and in choosing their own activities.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY248683 |
| Local authority | Birmingham |
| Inspection number | 860298 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 9 |
| Name of provider | Action for Children |
| Date of previous inspection | 13 April 2011 |
| Telephone number | 0121 507 9500 |

Birmingham Community Childrens Centre registered in 2002. The setting employs eight members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 3, and the manager holds a level 7 qualification. Short break sessions for pre-school children run during term time on Tuesday from 9.30am until 11.30am and on Wednesday from 12.30pm until 2.30pm. The play scheme runs in most school holidays on Monday and Tuesday from 10am until 3pm. It supports children who are disabled or who have special educational needs.

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