

Soho Children's Centre

Louise Road, Handsworth, Birmingham, B21 0RY



Inspection date	10 January 2017
Previous inspection date	17 October 2013

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

- Managers and staff effectively promote children's good health, safety and purposeful learning. They give children individual support to help them to join in activities and to make the best possible progress. This includes children who have special educational needs or disabilities, children who speak English as an additional language or those who find it difficult to relate to others.
- Positive partnerships with parents ensure children's needs, interests and abilities are fully understood and met. Parents comment on the staff's kindness, their high-quality care for their children and how much they enjoy attending. Parents appreciate being able to talk to staff regularly about their children's care, activities and progress.
- Staff skilfully help children to develop the understanding and skills needed to communicate effectively, including being able to understand and speak English. They use visual prompts, songs, rhymes and fun activities to encourage younger or less-able children's responses. Older children are encouraged to describe what they are doing and to ask and answer questions.
- Children are happy and settled. They enjoy the well equipped, child-friendly surroundings. Children grow in confidence in response to the staff's reassurance. They feel valued because staff encourage their choices and ideas and praise their efforts and achievements.

It is not yet outstanding because:

- Staff do not always minimise distractions or adapt their teaching well enough to help younger and less-able children to recognise sounds and how these link to letters.
- Staff's planning and teaching are not always focused enough on helping children to further extend their control, balance and coordination in their large-muscle movements.

What the setting needs to do to improve further

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

- minimise distractions and adapt teaching to enable younger and less-able children to gain a better understanding of how sounds link to letters
- create more opportunities for children to develop control, balance and coordination in their large movements and to move in a range of ways, safely negotiating space.

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 deputy manager.
- The inspector held meetings with the children's centre locality manager, the nursery manager and the deputy manager. She spoke to staff and children during the inspection.
- The inspector discussed the nursery's self-evaluation procedures and plans for improvement.
- The inspector looked at documentation, including policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views from her discussions with them during the inspection and from their written feedback to the provider.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff are passionate about offering children and families a high-quality service. They carefully monitor the nursery's provision, taking account of parents' views. Effective checking of children's progress ensures prompt and usually successful action to address underachievement. Additional funding has been used to provide extra support and resources to improve children's progress in personal, social and emotional development and communication and language. Other improvements have enhanced children's learning about the natural world and healthy lifestyles. Parents have attended workshops focusing on children's care and learning. Effective recruitment, staff's performance and development procedures ensure that managers and staff are well qualified and knowledgeable. Their care and teaching are good. Arrangements for safeguarding are effective. Managers' and staff's effective relationships with the children's centre and other agencies ensure consistent, well-coordinated approaches to working with vulnerable children and families. Managers and staff are vigilant about monitoring children's welfare and take prompt action if they have concerns about a child.

Quality of teaching, learning and assessment is good

Staff have a, generally, sound understanding of children's interests, abilities and future learning needs from their regular assessments of children's progress. They use this information to plan and organise rich and varied activities and resources. During most activities, staff successfully focus on developing the understanding and skills children need for their future learning. During free-choice play, children imaginatively express their ideas and often concentrate well. They relish the many opportunities to investigate and explore, such as finding out more about the habitats of bugs and insects. Children are intrigued by how things work as they, for example, check out the best way to manoeuvre small-world trains along the track they have built. Staff, in the main, interact well with children, encouraging them to try new activities, remain involved and to describe their experiences.

Personal development, behaviour and welfare are good

Staff effectively foster children's good behaviour and positive relationships. They encourage children to show kindness, share, take turns and play well together. Staff build on these skills, involving children in celebrating each other's successes and providing opportunities for them to find out more about other's lives and customs. Children are well cared for. They learn about how to promote their own good health during active and outdoor play, snack times and personal care routines. Children are well supervised and taught how to behave safely and sensibly as they use utensils, tools and equipment.

Outcomes for children are good

Children make good progress in relation to their starting points which are often below age expectations. They are well prepared for the next stage in their learning. Children are confident, keen, curious and often purposeful learners. They accurately count and compare numbers and recognise colours and shapes. Children make marks in different media and talk about what they mean.

Setting details

Unique reference number	EY334364
Local authority	Birmingham
Inspection number	1064870
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	52
Name of registered person	Birmingham City Council
Registered person unique reference number	RP526959
Date of previous inspection	17 October 2013
Telephone number	0121 6751890

Soho Children's Centre was registered in 2006. The nursery employs 12 members of childcare staff. They all hold appropriate early years qualifications to at least level 3, including the manager who has an early years foundation degree and another member of staff who has a degree. The nursery opens from Monday to Friday, term time. Sessions are from 9am until 12 midday and 1pm until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. There are close links with the children's centre where the nursery is located.

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