

Baby Gems Playhouse

St. Patricks RC School, 106 Dudley Road, BIRMINGHAM, B18 7QW



Inspection date

Previous inspection date

9 February 2017

25 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders do not always focus well enough on making sure that all staff have a robust understanding of their roles and responsibilities. Some staff are less confident of the policies and procedures of the club.
- Staff do not obtain enough information from parents about their child's likes and dislikes when they first start to support their move to the club.
- Staff do not exchange enough detailed information about each child to complement fully the learning taking place elsewhere.
- The evaluation and monitoring processes are not yet good enough to make sure that all weaknesses are identified and swiftly addressed.

It has the following strengths

- Staff provide appropriate praise and encouragement and help children to feel good about themselves. Children explore their environment freely and demonstrate good levels of confidence.
- Staff are good role models and speak to children in a respectful manner. Children are polite and considerate. They value and respect their friends and play together cooperatively.
- Staff have a good knowledge and understanding of how young children learn through play. They provide a range of stimulating activities and experiences that interests them. Children are independent and they like taking responsibilities of small tasks and making choices in their play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the arrangements for the supervision of staff and give them the support, coaching and training they need to develop knowledge and confidence in their roles and responsibilities	28/02/2017
■ ensure all staff are equally confident in their knowledge and understanding of indicators of potential abuse.	28/02/2017

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

- gather detailed information from parents about their child likes, dislikes and interests from the start to enable staff to help them settle even quicker
- develop more effective ways to share information with school staff, in order to more successfully complement the learning that takes place elsewhere
- strengthen the evaluation and monitoring processes, so all weaknesses are highlighted and swiftly addressed to further raise standards.

Inspection activities

- The inspector had a tour of the areas used for the out-of-school club with the manager. She observed the quality of staff's interactions during activities.
- The inspector held a meeting with the manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector discussed children's activities with the manager.
- The inspector discussed self-evaluation with the manager and looked at relevant documentation, including evidence of the suitability and training of staff.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders do not effectively evaluate their provision to ensure that they meet all requirements. However, safeguarding is effective. The manager ensures that the club has an up-to-date safeguarding policy and procedure in place with guidance of how to report concerns and allegations to the relevant authorities. Overall, staff are knowledgeable about the procedures they need to follow should they have a concern about a child. However, some staff are less confident in sharing details of the potential indicators of abuse. This is because, although, the manager conducts staff supervisions, these are not thorough enough and do not focus rigorously on developing staff confidence and knowledge. Supervisions, however, do focus on making sure that staff plan for the day-to-day needs of children. These have a positive impact on the experiences that children receive. Recruitment procedures are effective. All staff are vetted and suitable to work with children.

Quality of teaching, learning and assessment is good

Staff are well qualified. They create a friendly atmosphere and place a strong focus on helping children to have fun. Children are engaged, happy and make good use of the environment. They have many opportunities to explore activities independently and actively take part in team games. Children enjoy playing a variety of number and guessing games. They attempt to solve simple number problems, recite simple times tables and count during play. Children's perseverance and motivation are encouraged by the involvement of their key person, who skilfully joins in and praises their achievements. Other children engage in role play. They investigate concepts that help them to build on their awareness of similarities, size and matching. These activities help to strengthen children's developing mathematical and literacy skills. Staff ask appropriate questions to strengthen children's thinking, speaking and listening skills. Children confidently initiate conversations with their friends and express themselves well. Staff inform parents about their child's time at the club. However, they have not found successful ways to share information with staff at the schools children also attend to provide continuity in their learning experiences.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean that children's well-being is not always given high enough consideration. Staff are vigilant about children's safety issues. They supervise children and lock all the external doors to avoid unauthorised access to the club. Staff help children to understand how to keep safe in different situations. For example, during their walk back from different schools, staff remind children to walk together and cross the road safely. Parents say that they are pleased with the activities staff provide in the club for their children. Staff gain information from parents about children's dietary needs. They provide healthy meals which children help to prepare. However, they do not obtain enough information about children's likes and dislikes before they start, so staff can better plan for those new to the club and help them to settle even more quickly.

Setting details

Unique reference number	EY456185
Local authority	Birmingham
Inspection number	1066498
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	40
Number of children on roll	52
Name of registered person	Baby Gems Playhouse Limited
Registered person unique reference number	RP905760
Date of previous inspection	25 April 2013
Telephone number	07949 106798

Baby Gems Playhouse was registered in 2012. The club operates from St Patricks RC School in Birmingham. The club opens Monday to Friday during term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

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