

Fircones Child Care Centre



c/o Firs Primary School, Dreghorn Road, Birmingham B36 8LL

Inspection date	30 April 2019
Previous inspection date	14 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Staff use what they know about children to challenge them effectively in their learning. They observe and assess children's progress and plan for future learning using their good knowledge of each child's stage of development. Children make good progress.
- The partnerships with parents are strong. Parents share very positive views about the provision. They comment on a family-focused environment and friendly staff. Parents value the support and advice that staff give. For example, staff organised a workshop on healthy eating and parents say they use the information gained to make changes to the food they provide at home.
- Leadership and management are effective. The senior team consists of the manager and two deputies, and all are supernumerary. They evaluate staff practice to identify where improvements could be made. They provide coaching and guidance and identify training needs.
- The management team and staff liaise with external agencies or services to make sure that children get any additional support that they need to help them make as much progress as they can.
- Staff are clear of their responsibilities to protect children from abuse and neglect. They know the internal procedures and the local procedures that they must follow if they have any concerns about a child.
- Children's personal, social and emotional development is given a very high priority. Children enjoy their time at the nursery, and relationships between the staff and children are very good.
- Staff do not consistently support children in finding things out for themselves, and exploring different textures and materials.
- Staff do not fully consider ways to support children in making independent, spontaneous decisions about their play.

What the setting needs to do to improve further

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

- extend opportunities for children to find things out for themselves, and explore and investigate different textures and materials
- increase support for children to make more independent, spontaneous decisions about their play.

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 joint observations with the manager.
- The inspector held a meeting with the manager and deputies. She looked at relevant documentation, such as the self-evaluation, and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure and necessary suitability checks for staff have been completed. Staff keep their safeguarding knowledge up to date and staff meetings are used effectively to share knowledge. For example, the manager recently asked each staff member to research an aspect of child abuse and then share what they had learnt at the following meeting. Staff are aware of the duty to prevent children being drawn into situations that put them at risk from harm. Staff deployment is good, and children are always supervised. Parents identify an effective key-person system and say that information about their child is continually shared with them. The senior team identifies that a current focus for improvement is to improve learning opportunities in the outdoor area, such as by introducing planting and growing from seeds and bulbs. Records, policies and procedures required for the safe and efficient management of the provision are well maintained and implemented.

Quality of teaching, learning and assessment is good

Staff use their observations and assessment, and information from parents, to challenge children successfully so that they make good progress. Children's communication and language development is promoted effectively. Staff support children in developing their thinking and extending their speaking skills, for example, through asking open-ended questions. Staff recently attended sign language training in order to enhance support for children with special educational needs and/or disabilities and for those with English as an additional language. Children choose to engage in imaginative role play. They invite staff to join in while they pretend to be shopkeepers, selling buns that they have made with play dough. Staff introduce counting as they exchange play money. They support children in using mathematical language.

Personal development, behaviour and welfare are good

Staff create a welcoming environment. They promote children's self-esteem successfully, for example, through praising children's efforts, achievements and positive behaviour. Children behave well and play cooperatively. Consideration for others, sharing and taking turns are promoted well by staff. Children are physically active. They enjoy music and singing, and they gain control while moving their bodies in different ways. They learn about the effects of exercise on their bodies. The use of climbing equipment in the host school helps children to gain physical skills. Staff talk with children about healthy food and why they need to wash their hands before eating.

Outcomes for children are good

Children make good progress in readiness for the move on to school. Older children readily engage in conversation with their friends and staff. Children learn to manage their self-care needs, and simple tasks such as putting on their coats, pouring drinks for themselves and spreading butter on their toast. Older children are learning to link sounds and letters and use numbers as labels for quantities. They talk about the pictures they draw, and pencil control is developing well. Children learn about similarities and differences with regard to cultures, traditions and beliefs.

Setting details

Unique reference number	229161
Local authority	Birmingham
Inspection number	10069983
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	53
Name of registered person	Fircones Child Care Centre
Registered person unique reference number	RP522988
Date of previous inspection	14 May 2015
Telephone number	0121 749 6659

Fircones Child Care Centre registered in 1999 and is located in Birmingham. The nursery employs 11 members of childcare staff including the manager, who is qualified at level 6 and holds early years professional status. All other staff are qualified, nine at level 3 and one at level 2. The nursery opens from Monday to Friday, term time only from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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