

Community Action Project

C A P Centre, Windmill Lane, SMETHWICK, West Midlands B66 3LX



Inspection date	10 July 2019
Previous inspection date	11 September 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

- The manager and staff work closely together to drive ongoing improvement and have addressed the weakness identified in practice. For example, they have completed safeguarding training to develop their knowledge of safeguarding and how they manage children's behaviour.
- Staff assess children's progress accurately. They plan activities that interest children and enable them to take the next steps in their development.
- Staff have warm, positive relationships with children. They get to know children well by gathering meaningful information about their preferences, needs and interests upon entry. Children make good progress. They respond well to staff and enjoy the time spent in their company.
- Children behave well. Staff are positive role models for children and help them to follow the rules and boundaries in the nursery. They praise the children for their achievements. This helps to promote children's confidence and self-esteem.
- Parents receive ongoing information about their children's learning and development. Staff provide a range of activities to help parents continue to support children's learning at home. Children make good progress from their starting points, in readiness for school.
- Some staff do not always model language most effectively for the youngest children.
- Sometimes, large-group activities are too long, and some children lose concentration and become distracted by others.

What the setting needs to do to improve further

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

- continue to develop the knowledge and skills of all staff, so that they model and support language more effectively for the youngest children
- review the organisation of large-group sessions, so that children do not sit for too long and lose interest and concentration.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outside, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the management team, staff and children at convenient times during the inspection.
- The inspector spoke to parents during the day and took account of the written views of parents from the information provided.
- The inspector checked evidence of the suitability of the staff, confirmation of staff training and recruitment procedures and policies. She looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of their roles and responsibilities in keeping children safe, including those potential risks from extremist views or behaviours. They know how to identify and report any concerns they have about a child's welfare. Staff conduct daily checks to assess the safety of the premises and ensure children are supervised closely as they move around the building. Robust recruitment procedures and ongoing suitability checks ensure staff remain suitable to work with children. The managers implement effective coaching and supervision of staff to help improve their practice, knowledge and teaching skills. They monitor the progress that children make and identify the progress that different groups of children make. This helps them to recognise areas where teaching needs more focus to ensure that outcomes for all children are good. The manager and staff work in good partnership with parents, who speak highly about the relationship they have with staff and how information is regularly shared about their children.

Quality of teaching, learning and assessment is good

Children are happy, self-assured and confident learners who enjoy their time at this welcoming and nurturing setting. Staff make regular observations and assessments of children's learning. They provide a broad range of stimulating activities for children of all ages, which motivates their play. For instance, staff help the babies to develop their small-muscle skills as they experiment with foam. Staff interact well with children as they play and join in their activities, which helps to extend children's learning. Staff clap their hands and blow the foam to make it fly into the air like snow and babies giggle with delight. Older children enjoy counting, measuring quantities and comparing the size of different objects. They repeatedly empty and fill various containers, using materials such as sand and water. Children dig in the large sand area as they pretend to be on the beach and cover their feet with the sand as they explore the texture.

Personal development, behaviour and welfare are good

Staff promote children's physical skills well. For instance, they ensure all children have daily access to the outdoor area, where they ride wheeled toys, climb a hill and run down it. Children look forward to their weekly indoor sports session where they can run about. They race to see who can place beanbags on cones and race back to see who will be first to finish the challenge. Staff teach children about healthy choices and the impact of food on our bodies. For example, they talk to children about vegetables being good for them. Children know they must wash their hands before meals and understand that washing their hands will stop germs.

Outcomes for children are good

Older children acquire skills they need to continue their successful learning at school. They learn to sit together as a whole group to take part in activities as they sing songs about going to school. Babies enthusiastically join in with favourite nursery rhymes. They dance and copy actions to songs with enthusiasm. Two-year-old children develop skills in readiness for writing. For example, they paint and use dough to help strengthen their small-muscle movements.

Setting details

Unique reference number	EY296516
Local authority	Sandwell
Inspection number	10114896
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	44
Number of children on roll	65
Name of registered person	Community Action Project
Registered person unique reference number	RP517406
Date of previous inspection	11 September 2015
Telephone number	0121 565 3273

Community Action Project registered in 2004. It operates from a community centre in the Smethwick area of Sandwell. The nursery opens Monday to Friday from 7.30am until 6.00pm, all year round, except for bank holidays. The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. Two staff hold early years qualifications at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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