

Inspection of Birmingham Community Childrens Centre

61 Bacchus Road, Winson Green, Birmingham B18 4QY

Inspection date: 15 February 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children are very settled at this caring setting. They quickly form close relationships with the staff and look forward to spending time with them. Children explore the environment and enjoy playing with the exciting resources on offer. Leaders do not always give staff the support they need to maintain at least good standards of practice. Staff's understanding of what children can do and what they need to do next is not strong, so children are not achieving as quickly as they could. Nevertheless, children are safe and well cared for. Children feel secure with staff. They sit with them to share books, choosing their own books and turning the pages as the adult reads. Children sprinkle sand in the sand tray, exercising their fingers and hands. They giggle while they throw balls in the soft-play area. Children are happy here.

Staff support children with special educational needs and/or disabilities well. They pay close attention to children's individual needs and skilfully adapt the care and routines to suit each child. For example, when staff offer children snack, some children are encouraged to eat with a fork, independently. Others eat with their fingers, and, where needed, staff feed children with a spoon.

Children are becoming independent learners and are making choices in their learning. They are beginning to manage their own behaviour because staff are kind and nurturing and they take time to support children when they become distressed. Behaviour is good.

What does the early years setting do well and what does it need to do better?

- Managers give consideration to staff's well-being and regularly check to ensure that they are all right. Staff say that they are well supported emotionally. However, managers do not consistently monitor staff practice effectively, or check that any training attended is implemented into practice.
- Staff do not always know children's starting points and next steps. Therefore, they do not precisely match the activities to the children's needs and children do not make the progress they are capable of. Despite this, the environment is well organised. Resources are age-appropriate and exciting. Children delight when they jump up and down on an interactive play mat. They engage well and their concentration skills are improving.
- Staff listen and respond well to the children. They are in tune with the communication of non-verbal children. Children point and gesture, and they tap the adults for attention. Adults know what the children want and promptly respond. In turn, children listen well. They are learning to follow instructions. However, staff are not always aware when a child speaks an additional language. Staff do not include this in the curriculum planning to maximise

children's speech, language and communication development.

- Staff support children's physical development well. For example, when children are learning to stand, staff provide equipment so they can pull themselves up and hold on. Children enjoy dashing around with pushchairs. Staff allow plenty of space for them to do this safely. Children exercise their whole bodies when they play outdoors, in the sensory room and in the soft-play area. In addition, staff provide lots of activities for children to practise their small-muscle skills. Children roll and poke play dough, dig and pat sand. Where children are limited in their movements, staff work closely with physiotherapists to provide opportunities for the children to move parts of their bodies. For example, children are encouraged to reach and stretch, and to move their heads while they play with musical instruments.
- Staff prioritise children's personal development. They skilfully achieve a balance between encouraging children's independence and offering support when needed. For example, children wrap their arms around staff to support themselves while they stand. When ready, staff encourage them to hold on with one hand. Children are becoming confident learners. They make choices about what they want to play with and demonstrate their likes and dislikes while they play.
- Supervision of the children is excellent. Staff watch the children closely and they are quick to anticipate and manage any challenging behaviours. This helps children to learn in a calm, relaxed atmosphere.
- Parents are extremely happy with the setting. They describe the setting as 'much-needed one-to-one attention' and say that their children look forward to attending. Parents feel well supported. They enjoy attending the parent support group where they can share their feelings and worries with other parents.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow robust induction and recruitment processes to help ensure that staff are safe to work with children. Staff receive regular safeguarding training. They know how to look for signs and symptoms that indicate that a child could be in danger of harm. Staff understand the procedures to follow to report any concerns. Good processes are in place to safeguard children when they arrive at and leave the setting. Children learn in a safe and secure environment. Toys and equipment are in good repair. Staff regularly assess risks to make sure that the safety of the setting is maintained.

What does the setting need to do to improve?

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

	Due date
--	-----------------

<p>monitor staff's practice to ensure quality is raised and any knowledge gained from training is understood and implemented effectively</p>	<p>29/03/2022</p>
<p>ensure that children's starting points are promptly identified and staff know what children need to do next to help children to make the progress they are capable of from the outset.</p>	<p>29/03/2022</p>

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

- focus more precisely on supporting children's use and development of their home language to support their communication development further.

Setting details

Unique reference number	EY248683
Local authority	Birmingham
Inspection number	10061580
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 5
Total number of places	60
Number of children on roll	60
Name of registered person	Action For Children
Registered person unique reference number	RP901399
Telephone number	0121 507 9500
Date of previous inspection	4 November 2015

Information about this early years setting

Birmingham Community Childrens Centre registered in 2002. It is part a group of settings operated by Action for Children. The provider employs eight members of childcare staff. All staff hold relevant childcare qualifications. The setting runs short-break sessions for pre-school children during term time on Mondays and Tuesdays from 10am until 12pm and 1pm until 3pm. On Wednesdays and Thursdays, the setting runs stay-and-play sessions. A playscheme runs in most school holidays on Mondays and Tuesdays from 9.30am until 3pm.

Information about this inspection

Inspector

Denise Daley

Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector observed interactions between staff and children as part of their play and routines.
- The inspector spoke to parents to gather their views about the provision.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector looked at documentation and spoke to managers, to determine the suitability of persons working with children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022