

Inspection of Birmingham Community Childrens Centre

61 Bacchus Road, Winson Green, Birmingham B18 4QY

Inspection date: 6 December 2022

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

What is it like to attend this early years setting?

The provision is good

All children attending have special educational needs and/or disabilities. Their assigned staff have a deep knowledge of their specific needs and they receive high levels of emotional support to help them take part. Systems to help settle new children are carefully tailored to each child's unique needs. Children, including babies, form close attachments with staff and enjoy their interactions. For example, babies are coaxed to use the musical instruments and staff sing along to capture their interest. Their interests are followed carefully. For example, babies show an interest in rolling the felt pens and staff swiftly offer a range of balls, which babies delight in exploring and rolling. They show sustained levels of interest in their play and thoroughly enjoy the sensory experiences on offer. For example, babies enjoy using hammers with the dough and are fascinated with the lights in the sensory room.

Children have plenty of opportunities to enjoy books and sing as staff use various visual aids and puppets to capture their imagination. For example, children recall the story and repeat familiar phrases as they use the pretend wolf, pigs and houses. They learn to be kind to others as they explore at their own leisure and are supported well to increase their communication skills.

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

- Good progress has been made to address the actions and the recommendation raised at the last inspection. Staff from the outset work closely with parents to identify children's starting points and regularly assess their progress. They effectively use this information and any targets set by other professionals working with children to help identify precise next steps in learning. This information is used as a good base to help construct a curriculum that offers rich learning experiences for children.
- Staff fully understand that working closely with parents is crucial to their success with children. Parents attend numerous workshops to help increase their knowledge of how to support their children. They report that their children enjoy attending and they value greatly the sharing of children's targets, so they can help support their children at home. Parents also benefit from monthly well-being sessions and take part in activities, such as yoga, dress making and pottery.
- The good outcomes are clearly attributed to the effective partnership working with other professionals working with children and families. Staff work closely with these professionals to ensure the environment, equipment and activities provided are suitable to meet the needs of individual children.
- Staff place a sharp focus on helping children increase their communication and language skills and manage their feelings and behaviour. They use a range of

effective strategies to help children who speak English as an additional language and non-verbal children to communicate. For example, staff confidently use photos, picture cards, sign language and puppets to help them communicate.

- Staff do not always offer sufficient challenge for the most-able children, in particular, in some aspects of their mathematical development. For example, staff provide a varied range of opportunities for children to count and recognise colours and shapes. However, children have few opportunities to recognise numerals and explore weight and measurement through the activities they enjoy most, to help further extend their learning.
- Promoting children's health and well-being is a clear priority. Staff work closely with parents to educate them about the amounts of sugar in their children's favourite food and drinks. They offer parents advice on good oral hygiene, sleep routines and how to reduce screen time.
- Staff speak highly of the manager and the support and training they receive. For example, staff receive training to support children who need additional medical care. The manager has a good overview of the nursery and new staff benefit from a detailed induction. However, the manager does not often enough observe the quality of teaching. For example, to help her identify very precisely with each member of staff how they can further develop their teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection and the procedures to follow if they have a concern about a child. They work closely with any agencies working with families and share information to help promote children's welfare. There are robust recruitment and vetting systems and ongoing supervision procedures in place to ensure all staff are suitable. Staff carry out daily checks to ensure the environment, equipment and activities are risk assessed for the needs of children attending at each session. The high ratio of staff to children results in children being supervised extremely well at all times.

What does the setting need to do to improve?

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

- build on staff professional development opportunities to help sustain and build on the good quality of teaching achieved
- plan more effectively for the most-able children to help them make the very best possible progress, this relates to increasing the opportunities children have to explore mathematical concepts.

Setting details

Unique reference number	EY248683
Local authority	Birmingham
Inspection number	10230909
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	1 to 10
Total number of places	30
Number of children on roll	62
Name of registered person	Action For Children
Registered person unique reference number	RP901399
Telephone number	0121 507 9500
Date of previous inspection	15 February 2022

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 setting runs short-break sessions for children during term time on Mondays and Tuesdays from 10am until 12 midday and 1pm until 3pm. A play scheme runs in most school holidays on Mondays and Tuesdays from 9.30am until 3pm. The provider employs six members of childcare staff. Of these, one holds an early years qualification at level 7, one holds a qualification at level 6 and four hold a qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took into account the views of parents.

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.

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