

Fox Hollies Forum Pre-School

Inspection report for early years provision

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| Unique reference number | 227242 |
| Inspection date | 25/03/2011 |
| Inspector | Christine Armstrong |
| Setting address | Greenwood Avenue, Acocks Green, Birmingham, West Midlands, B27 7RA |
| Telephone number | 0121 706 0652 |
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| Type of setting | Childcare on non-domestic premises |

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Fox Hollies Forum Pre-school is managed by a charitable organisation and was registered in 1992. It operates from a community centre in the Acocks Green area of Birmingham. A maximum of 24 children may attend at any one time. The pre-school is open for 10 sessions a week during school term time. Sessions are from 9.15am to 11.45am and 12.15pm to 2.45pm. A small number of older children remain at the group for lunch.

The setting is registered on the Early Years Register. It is registered to care for a maximum of 24 children, of whom none may be under two years. There are currently 36 children in the early years age group on roll. Of these, 23 children receive funding for early education. Children can attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and also support children for whom English is an additional language.

The group employs seven members of staff. All of the staff team hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The welfare and safety of children is effectively supported. Children take part in a wide range of activities that help them to make satisfactory progress in their learning and development. Systems to monitor children's progress are developing. Positive partnerships are developed with parents and contribute to continuity in children's care and learning. Partnership working with other agencies is developing to ensure each child gets the support they need. All practitioners in the setting are motivated to improve outcomes for children. This provides a sound basis for continual improvements and outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further observation and planning systems so that activities and experiences are fully tailored and planned to provide appropriate levels of support or challenge to each child
- implement appropriate procedures swiftly to ensure any child's need for additional support is identified and met as early as possible
- extend the strategies used to support children for whom English is an additional language
- link the indoor and outdoor learning environment and make resources more freely accessible to children in order to enhance their learning opportunities.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is effectively promoted and protected. Comprehensive safeguarding procedures are in place and implemented effectively. Systems are robust to ensure all practitioners and volunteers who work with the children are suitable to do so. All practitioners attend training courses to develop and update their knowledge and understanding of child protection issues. This ensures they have a good understanding of their legal duties and responsibilities and take appropriate action to safeguard children. Effective measures are taken to ensure the safe arrival and collection of children. Daily registers for all adults and children are completed appropriately. The premises are kept secure and all adults are vigilant in supervising children throughout the session. Effective risk assessments are conducted for all areas and activities and daily checks are undertaken. This ensures children are kept safe and secure. Children's behaviour is managed effectively and in a manner appropriate for their stage of development and particular individual needs. This ensures children enjoy a safe and harmonious environment. Policies and procedures are implemented effectively to protect children's good health. The setting exchanges all necessary information with parents.

The setting is striving to provide a service that is inclusive for all children and their families. Practitioners develop warm and caring relationships with all children and work effectively together as a team. Parents report their children settle well into the setting and that all practitioners are welcoming, approachable and helpful. Information is exchanged with parents on an ongoing basis to ensure each child's care needs are identified and suitably met. Information is also obtained in relation to what children can do and their interest which helps to provide a picture of children's starting point in learning. Daily discussions, newsletters and activity days are supporting parents to become involved in the setting and their child's learning. For example, physical activity workshops help parents to explore ways to keep their children physically active. However, systems are not established to ensure parents are given an up-to-date picture of their child's achievements and next steps in learning. This does not ensure parents are fully supported to be involved in their child's learning.

The setting has clear procedures in place to liaise with other agencies to support children with special educational needs and/or disabilities. However, the implementation of these procedures is not swift enough to ensure a child's need for additional support is identified and met as early as possible. Some strategies are in place to support children for whom English is an additional language. For example, bilingual staff and volunteers, when present, support the use of some of the children's home language. Good emphasis is given to providing children with opportunities to explore similarities and differences in themselves and others. Practitioners ensure all children are included in all routines and activities. The organisation of the environment is currently under review. Plans are being developed to make better use of indoor and outdoor space and to make resources more easily available to children.

This setting demonstrates a clear commitment to improving outcomes for children. Since the last inspection many improvements have been made to ensure all welfare requirements are fully met and children are effectively safeguarded. Self-evaluation processes are becoming embedded and helping to identify a clear vision for further improvements. This is providing a sound basis for continual improvements and outcomes for children.

The quality and standards of the early years provision and outcomes for children

Children are making satisfactory progress in their development and learning. All areas of learning and development are delivered through planned purposeful play, with a balance of adult-led and child-initiated activities. Children benefit from the positive teaching methods used by practitioners and a range of suitable resources made available to them. For example, practitioners capture children's interest in pirates to support their all areas of their learning. Parents are encouraged to become involved in the topic which helps to promote children's learning at home. Mark making is encouraged as a method of decorating ships and completing treasure hunts. Children are encouraged to express their thoughts and ideas about pirates. Displays of their comments around the room enhance children's interest and awareness that print carries meaning. Displays also help to chart their learning, for instance, the vocabulary linked to pirates that children know and then learn. Children help to making large scale ships from cardboard boxes which supports their design and making skills. It also helps to develop their awareness of shape size and space. The finished ships, pirate's hats and treasure inspire imaginative play, which is extended by practitioners who initiate treasure hunts that all children take part in. This also helps to support children's social skills and a positive disposition to take part and be involved. Children develop their creative skills and interest in colour and number as they make jewellery for the treasure boxes. However, observation and assessment processes are not developed sufficiently to identify each child's progress and next steps in learning. This means experiences and activities are not fully tailored and planned to provide appropriate levels of support or challenge to each child. This does not ensure children make the best progress they can.

In general, the learning environment effectively supports children's independence and curiosity to become active learners. Children benefit from play in and outdoors, although the setting is not organised to enable children to move freely between the two. The setting has a very good range of equipment and resources, although only some are organised to enable children to self-select freely. Children enjoy a number opportunities to learn about the local community. Visitors include fire, police and post office workers. Local events are captured well to extend children's understanding and awareness. For example, children watch tree cutting taking place outside the setting and take a piece of wood cut from the tree home. Children also have a number of opportunities to learn about nature and growing as they visit the adjoining farm and take part in growing vegetables in the allotments. Plans are currently being devised to make better use of an available unused plot of land adjoining the setting to further enhance children's outdoor experiences.

Every child's welfare needs are given good attention. Children develop positive relationships with the practitioners and other children in the setting. They receive one to one attention when needed, for example, when settling and new to the setting. This helps children to feel safe and secure. Children are learning to share, take turns and respect the needs of others. Discussions, routines and topics support children to develop a strong understanding of safety in the setting. The setting has recently achieved a healthy setting award. They have achieved this through actively supporting children and parents to eat healthy and become active. Children learn about how some foods are healthier than others. They see food being prepared by a chef who visits the setting and healthy eating bags are sent home to support parents to make healthy choices. Activities and information are also provided to support children's emotional well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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