



MASC @ Harper Bell

Inspection report for early years provision

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| Unique Reference Number | EY336457 |
| Inspection date | 23 January 2007 |
| Inspector | Michelle Smith |
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| Type of inspection | Childcare |
| Type of care | Out of School care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

MASC @ Harper Bell opened in 2006. It operates from the gymnasium and the dining hall in a private school in Sparkhill, Birmingham. A maximum of 24 children may attend the setting at any one time. The setting is open Monday to Thursday from 15.30 to 18.00. Each Friday the setting is open from 12:00 to 15:30. The setting is open term time only. All children share access to a secure enclosed play area.

There are currently 32 children aged from three to 10 years on roll. Children attend for a variety of sessions and come from a wide catchment area.

The setting employs three members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority and is a member of Birmingham Playcare Network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children eat nutritious food. They choose what they would like as a filling for their sandwiches and as a result, enjoy the food they eat. They are developing a positive approach to healthy eating as they snack on a wide range of fruit and vegetables, for example, oranges and grapes. The staff work effectively to ensure that children who arrive at the setting late due to extra school lessons are provided with appropriate food. Children have extra fruit towards the end of the session when all children have had their initial portions. They have access to fresh drinking water at all times through use of the school water fountains and drink apple juice at snack time.

All children enjoy physical exercise. They run around the school gymnasium on a daily basis and take part in team games such as dodge ball. Through activities such as basketball children are developing further control of their large body movements and challenge their coordination skills. In fine weather children access the school playground where they climb and balance on fixed play equipment and enjoy the fresh air. Sewing and board games help to progress children's small skills, such as their hand / eye coordination.

Children understand the need to wash their hands before they eat their food. They go happily to the school toilets where toilet roll, soap and a warm air dryer are readily available. This means that children are healthy as hygiene routines are followed consistently. Children's well-being is safeguarded in medical situations. Written consent is in place to seek emergency advice for each child and all staff are first aid trained. Children are protected from illness and infection. Staff are trained in food hygiene. They use their knowledge to serve food appropriately and ensure that the premises are clean.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are confident as they enter the setting. They show familiarity with the daily routine as they take off their coats and place their lunch boxes on a designated table. This reduces the risk of accidents such as tripping. Children are safe. Staff complete risk assessments and daily safety checks which means children can move freely and without the risk of harm. The premises are secure as access to the group is monitored. Parents ring a doorbell and staff leave the room to let them in. This creates a welcoming atmosphere and ensures children are collected by authorised persons only.

Children have reasonable access to resources. Some activities are set up prior to their arrival and they are free to ask for other equipment that they would like to play with, for example, board games. Separate areas are created for the play station and construction toys which means that provision is made for children who wish to concentrate or play quietly.

Children are mostly protected from abuse or neglect. A written child protection policy is in place and parents are informed that the setting has a responsibility to act on any concerns they may have. However, staff have no knowledge of the procedures laid out in the government

booklet 'What To Do If You're Worried A Child Is Being Abused - Summary'. This compromises children's safety overall.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy in the lively setting. They contribute ideas of what they would like to do within weekly planning. This often includes activities such as dressing up and imaginative play. An adequate range of resources and suitable staff interaction ensures that children are stimulated for most of the time. Children have a positive attitude towards new activities, for example, they sew for the first time as they make a bag and show pride in their achievement.

Children are quiet in some activities and talkative in others. They concentrate for long periods of time as they build models out of construction toys. Their model is often adapted and changed as children solve problems such as trying to balance a man on an aeroplane they have built. Children express their creative side through an adequate range of planned art activities. They make birds out of feathers and design bright, colourful masks. Some of the children's artwork is displayed which helps to boost their self-esteem.

Children are interested in computer games. They show great enjoyment as they sit together and master the skill required to move onto another level of challenge. Some children settle to play board games with the support of staff. They count the pretend money they have won in the game and are confident in their ability to play well.

Helping children make a positive contribution

The provision is satisfactory.

Children are respected as staff understand their individual personalities, likes and dislikes. Written records are used effectively to ensure staff are clear about any specific needs children may have, for example, medication and allergies. There are effective systems in place to care for children with learning difficulties and/or disabilities. Staff have a pro-active approach to ensuring all children are fully included in the life of the setting. Procedures such as timed sessions on computer games make sure all children are treated fairly. Older and younger children play well together for the large majority of the session. They are kind as they pass each other equipment. Older children are given stage appropriate responsibility for managing aspects of the session, for example, they work through a list and tell other children when it is their turn to go to the snack table. Children behave reasonably well as staff use a satisfactory range of methods to manage their behaviour. They are calm as they encourage children to settle into the session and to listen to others. When challenged by older children staff are consistent in their approach. They explain the reason why certain activities cannot go ahead. This helps children to know and understand the rules of the setting.

Children benefit from the effective working relationship the setting has established with parents and carers. Verbal information about their welfare and activities is exchanged on a daily basis. All parents receive an information pack when their child first starts which includes a copy of written procedures. There is a complaints procedure in place, however, it has not been amended

to reflect changes to the contact details of the regulator. This means parents are not fully informed.

Organisation

The organisation is satisfactory.

Children's care and welfare is promoted through the satisfactory organisation of the sessions. All regulatory documents are in place, for example, a clear registration system is used actively to record children's attendance. There are effective vetting procedures in place, however, they are not always implemented consistently. All staff sign to declare any known criminal convictions or medical conditions. However, written evidence of a staff member's suitability in relation to their criminal records disclosure is not kept by the provider and references are not sought for all staff members. This compromises children's safe care.

Children receive a suitable level of individual attention as staff ratios are maintained at all times. Staff interact well with the children for most of the time. However, the organisation of the start of the session is not effective. As a result, children do not settle easily and are not stimulated. They do not always listen to what staff are saying and sometimes wander away from the snack table as they are easily distracted. After snack time, children move quickly into activities they enjoy and make the most of their time at the setting.

Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the complaints policy includes the address and telephone number of the regulator
- ensure the vetting procedures are more rigorous
- improve the organisation of space and resources at the start of the session
- ensure the child protection policy is based on procedures laid out in the booklet 'What To Do If You're Worried A Child Is Being Abused - Summary'.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk