

MASC at Harper Bell

Inspection report for early years provision

Unique reference number	EY336457
Inspection date	09/03/2010
Inspector	Kashma Patel

Setting address	The Harper Bell School, 29 Ravenhurst Street, BIRMINGHAM, B12 0EJ
Telephone number	07769 616925
Email	club4kidz@hotmail.co.uk
Type of setting	Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

© Crown copyright 2009

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

MASC at Harper Bell opened in 2006. It operates from the dining hall on the first floor of a private school in Sparkhill, Birmingham. Children have access to the school playground and the gymnasium.

A maximum of 30 children may attend the setting at any one time. There are currently five children in the early years age range. Children up to 11 years old are also cared for in the club. Children attend a variety of sessions. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language

The setting is open Monday to Thursday from 3.00pm to 6.00pm and on Friday from 12.00pm to 3.30pm during term time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Three staff are employed by the group. All staff hold appropriate play work or early years qualifications. The setting receives regular support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and generally well cared for in a setting which is safe and secure. They enjoy a suitable range of activities and games which supports their interests and enables them make satisfactory progress in their learning and development. Partnerships with parents are positive and the setting is working towards building better partnerships with the school which children attend, this ensures children's needs are appropriately met. A system for self-evaluation is developing, however, this needs further improvement to ensure that all areas are identified for improvement.

What steps need to be taken to improve provision further?

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

- ensure children's starting points and their next stage in their learning is identified and this information is used for future planning
- improve systems to monitor and evaluate the early years provision in order to maintain continuous improvement, taking into account the views of children and parents
- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge and understanding of safeguarding children procedures; all staff have attended child protection training and they are proactive in helping children to understand how to keep themselves safe. For example, staff remind children to pick up items from the floor to avoid an accident. Children take responsibility for their safety as they identify broken toys and equipment and bring this to staff's attention. Daily visual checks and a detailed risk assessment ensure children are well cared for in a safe and secure environment. Appropriate recruitment and induction arrangements are in place to ensure staff who work with children are suitable and have the appropriate experience to care for them.

Satisfactory partnerships with parents are in place. Information is shared daily with them when they collect their children. A notice board in the room contains all the relevant information for parents, including some of the current policies and procedures. Photographs of children and their work is also displayed for parents to view and promotes children's confidence. Discussions with parents highlighted how the service was valuable to them and that their children enjoyed their time in the club.

Staff are aware of the importance of liaising with other providers delivering the Early Years Foundation Stage. They have approached the school to form links in order to further support children's learning. However, systems need to be further developed to ensure better communication and consistency with the school. Staff have a good understanding of the uniqueness of each child; every child has a key person who gets to know them in order to meet their needs. This helps children to feel welcome and settled. Appropriate systems are in place to support children with special educational needs and/or disabilities.

Systems are developing to monitor and evaluate the early years provision which have begun to identify some priorities for improvement. However, this does not yet fully secure the opinions and ideas of all children and parents in order to continually maintain improvement. All previous recommendations with regard to organisation, documentation and vetting procedures have been addressed which improves outcomes for children. The setting is generally well organised and staff are deployed so children are safe and supervised at all times.

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

Staff are developing their knowledge and experience of delivering the Early Years Foundation Stage. They have begun to carry out observations on children, but do not always identify the next stage in children's learning. Staff are also not clear about where children's starting points are due to lack of communication with the school and parents. Consequently, there are some gaps in the educational programme which impacts on children progress towards the early learning goals.

Children benefit from warm and friendly relationships with staff who consistently praise children to make them feel good about themselves. Older children show care and concern for younger children as they get involved in their play and help them set up equipment. Children develop their self-esteem and confidence as they socialise with each other at snack time. They chat happily to their friends and staff who sit and eat with the children. Children express themselves as they access a range of messy play which includes paint, sand and water. They identify different colours and shapes as they print with sponges. Older children extend their learning as they mix different paints to create another shade. Younger children develop their imagination as they play with the dolls' house and furniture with their friends. They take turns to put the figures inside the house and talk about their experiences. Children develop appropriate skills for their future. For example, they access various writing tools such as pencils, pens and crayons which enables them to write for different purposes. Skills in technology develop as children access the play station and other electronic games. Children learn about the wider world through a suitable range of multicultural resources such as dolls, books and small world figures. They learn about other cultures through celebrations. For example, children applied henna on their hands for Eid and made tea lights for Diwali.

Good hygiene routines are in place to help prevent cross-infection. Staff ensure they clean tables with an anti-bacterial spray and children use the gel to clean their hands before they have food. Staff are clear about children's individual dietary requirements and any specific needs are very well catered for. Children enjoy a range of healthy snacks and drinks which consist of fresh fruit and hot chocolate made with Soya milk. Staff ensure snacks incorporate 'five a day' to promote children's health. Children enjoy regular opportunities to play outdoors in the fresh air and in the gymnasium. They develop their physical skills as they take part in obstacle courses which enable them to crawl and balance on a range of equipment.

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

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

How effectively is the Early Years Foundation Stage led and managed?	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

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met