

The Sunshine Kidz Club and Daycare

148 Turfpits Lane, BIRMINGHAM, B23 5DX

Inspection date	17/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Observations and assessments are not used well enough to plan a wide range of learning experiences, which reflect children's individual interests and starting points. As a result, not all children make sufficient progress.
- Ofsted has not been informed of changes to the manager, which is an offence. Children's learning and welfare is not fully supported because some staff do not receive enough support and training to carry out their roles and responsibilities.
- The setting does not share information with other settings to enable children to continue and complement their learning in the club.
- An effective system for self-evaluation and review is not in place to help identify and prioritise areas for improvement.

It has the following strengths

- Children freely access a range of toys and equipment, which supports their interests and promotes their independence.
- Children develop appropriate physical skills as they use the hall and outdoor area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the registered person, manager, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.

Inspector

Kashma Patel

Full Report

Information about the setting

The Sunshine Kidz Club and Daycare was registered in 2013 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from one main room and a large hall in a community building in the Erdington area of Birmingham. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

There are currently 40 children on roll, of whom 10 are in the early years range. Children attend for a variety of sessions including before and after school from 7am to 6pm. This includes before and after school club and full day care between 9am to 3pm. The nursery supports children with special educational needs and/or disabilities

The setting employs 10 members of childcare staff, of whom four hold appropriate early years qualifications at level 3, three staff have a qualification at level 2 and three staff are working towards a qualification at level 2. The setting is open Monday to Friday all year round from 7am until 6pm. It receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the manager has at least two years experience of working in an early years setting, or have at least two years other suitable experience
- ensure all staff are suitable to fulfil their roles and responsibilities by providing effective supervision, coaching and training to ensure teaching and practice is consistent across the setting
- improve the communication with other settings which children attend and encourage the sharing of specific information about individual children's learning in order to extend and complement their learning and development
- consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- improve planning so it accurately matches activities to children's individual needs, and ensure observations and assessments are carried out frequently and precisely enough to help build on children's progress.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Staff have an adequate knowledge of the prime and specific areas of learning. However, they do not provide a wide enough range of interesting and challenging play opportunities for individual children to help them make the best possible progress. Some activities fail to engage, challenge and motivate individual children. This results in some children lacking enthusiasm for learning and restricts the progress they make. Staff collect some information from parents about children's interests and starting points, however, they do not use this information well enough to plan for the future. Furthermore, observations are not carried out frequently enough and the information gained from the occasional observations and assessments that do take place are not used to identify or plan for the next steps in children's learning. This means staff do not have an accurate understanding of where children are in their development and this restricts children from gaining a broad enough range of skills in readiness for school. For example, some older children engage appropriately during story time, however, staff fail to recognise that the some younger children lose interest very quickly and lie on the floor. This distracts other younger children who also start to copy them. Children show little interest in the activity because it is not appropriate for them and does not provide relevant levels of support or challenge for them according to their individual stage of development.

Despite these weaknesses, staff do engage with children on a one-to-one basis and some small groups to help develop their listening and communication skills. For example, at circle time, children listen for their names as staff take the register and have the opportunity to share their feelings. Children comment they feel 'fantastic' and 'well' which supports their emotional development. Suitable procedures are in place to support children with special educational needs and/or disabilities. Staff work well with parents to ensure resources are in place to support older children in the club.

Books and name cards help children learn to recognise letters of the alphabet and their names. At circle time, they find their names and have opportunities to see how their name is made up. Children write with pencils and crayons, which supports their literacy skills and this helps them suitably prepare for future learning. Although staff have not completed the progress check at age two, they have a suitable knowledge of the information they need to record in the prime areas to help identify any areas which may need further support.

In other respects, parents have access to children's daily sheets and staff talk to them about activities, which they have taken part in at the setting, such as learning about colours, which encourages parents to support children's learning at home. Children have access to the hall and the outdoor play area, where they use a range of wheeled toys to support their physical skills and coordination.

The setting provides before and after school care and transports children in mini buses from schools. Children enjoy a wide range of activities which supports their interests, such as, art and crafts, board games and games console. Staff exchange information on children's care, but do not share information with schools and the nursery class to help support and extend children's learning.

The contribution of the early years provision to the well-being of children

Children's well-being and welfare are potentially compromised because of significant weaknesses in the leadership and the organisation of the setting. Suitable procedures are in place to help children settle and feel secure within the setting. For example, staff ensure that they give children their comfort items to help them settle down for sleep. Staff provide children with opportunities to visit the setting before they start, so they are familiar with their new environment. They gather information from parents about their child to ensure their care needs are met. There is a suitable key person system in place, which helps children form appropriate bonds with them.

Children work together as they share and take turns with toys, which promotes their positive behaviour. Their self-esteem is promoted through their art work being displayed and they receive regular praise and rewards of stickers for tidying up. Children's general health is adequately promoted as staff follow appropriate nappy changing and hand washing routines. Older children know they need to wash hands before food and do this without any prompt from the staff, this helps children take responsibility for their own health. They maintain a healthy lifestyle as they enjoy activities in the hall and the outdoor

area, where they have opportunities to be active.

Children develop appropriate self-help skills as they take part in activities to support their independence. For example, they help themselves to toys from shelves and are able to put on dressing up clothes on and off. Children learn about keeping themselves safe as they practise regular fire drill evacuations, which helps them to understand what they need to do in an emergency situation. They learn about road safety through role-play activities. For example, staff talk about crossing the road as children play in the cars in the hall. Children access a suitable range of toys and equipment which supports their interests and learning, although staff do not always make the best use of equipment to support and extend children's learning. Some procedures are in place to help children prepare for their move to other settings. Staff talk about the uniforms and read stories to children about starting school, which helps them prepare emotionally for their move.

The effectiveness of the leadership and management of the early years provision

The inspection took place following concerns about the manager not being present at the setting. Evidence gathered at the inspection found, that the setting had a newly appointed manager and sufficient qualified staff in place. However, the setting has not informed Ofsted of the new manager. This omission has an adverse impact on children's welfare and safety and does not meet requirements. This is also a breach of the Childcare Register. Ofsted have already issued an initial warning letter to the provider. Furthermore suitable procedures for induction and ongoing training are not in place to provide regular support and guidance; this means that some staff lack the necessary experience to fulfil their new roles and responsibilities. The new manager lacks sufficient experience in management to fulfil her role and receives very little support and guidance from the provider, who also works as a registered childminder in her home. This means that staff do not have enough support to develop their skills and practice. In addition, there is no clear process for monitoring and reviewing staffs' work with children, or to ensure they have well-targeted support or mentoring, coaching and training to address inconsistencies in confidence, knowledge and practice.

In other respects, safety in the setting is adequately promoted through detailed written risk assessments and daily checks in each area, which helps identify potential risks in the setting. Staff are suitably deployed to ensure children are supervised and ratios are maintained. Most staff hold first-aid qualifications and understand the procedures for dealing with any accidents or incidents within the setting. Staff have an adequate understanding of safeguarding procedures and have the local guidance to refer to. They suitably understand their responsibility to safeguard children in the event of child protection concerns. Required records are retained about children and their families, including information about emergency contact details and who can collect them. Appropriate attendance records are kept for children, staff and visitors.

Learning and development requirements are not adequately met. Staff do not carry out regular or meaningful observations in order to plan for the next stage in children's learning

or follow up individual children's learning and development needs in their teaching during activities. As a result, staff do not always have current or accurate knowledge or information about children's development to share with parents and other agencies working with them. These inconsistencies in assessment and planning also have an impact on the provider's and staffs' ability to effectively monitor the overall impact and quality of the setting's educational programme. The quality and consistency of monitoring and evaluation of other aspects of the setting also varies. The nursery manager is not fully aware of all areas which require further improvement. While she identifies some areas for development, there are still others areas which have been overlooked. Overall, there has been too little review and evaluation of practice. As a result, weaknesses have not been identified or prioritised. The views of staff and parents are also not regularly considered to help support improvement.

Although, staff exchange information on children's care, they do not share information on children's learning and development to enable them to continue and extend their learning in the setting. Older children in the after school club have opportunities to do their homework, but staff do not share information to support and complement children's learning at school or nursery. Parents receive daily verbal feedback on their children's care and activities they take part in at the setting. This provides parents with some information about their progress. Discussions with parents show that they are generally happy with the care their children receive from the setting; they feel staff are friendly and approachable.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment of a new manager of childcare on non-domestic premises (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on non-domestic premises (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY458220
Local authority	Birmingham
Inspection number	939291
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Roberta Caroline Williams
Date of previous inspection	not applicable
Telephone number	0121 3733565

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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