

# MASC at Harper Bell

The Harper Bell School, 29 Ravenhurst Street, BIRMINGHAM, B12 0EJ

<b>Inspection date</b>	11/09/2014
Previous inspection date	09/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Partnerships with parents are generally good, staff ensure a two-way flow of information to ensure parents are involved in their children's care.
- Children are happy and enjoy their time at the out of school club because staff get to know all children and build positive relationships quickly.
- Arrangements for safeguarding children are sound and clear policies and procedures are implemented to help ensure children are kept safe at all times.
- Children's behaviour is good because there are effective procedures in place to promote this.

### It is not yet good because

- Staff are not fully aware of their responsibilities, including knowing who is responsible to take the lead in the provider's absence.
- The monitoring of staff's performance through robust supervisions is not consistently implemented to improve the quality of their practice.
- Staff do not always provide a wide range of activities to provide sufficient challenge and interest for all children.
- Staff do not consistently engage children in activities to fully interest and motivate them.

## 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 had a tour of the after school provision with the deputy manager.
- The inspector observed indoor activities.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the setting's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Emma Daly

## Full report

### Information about the setting

MASC at Harper Bell was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the facilities of a private school in the Sparkhill area of Birmingham. The childcare provision provides afterschool care for children aged four to 11 years. The provision serves the local area and has strong links with the school. Children have access to the school playground and the gymnasium. The provision employs three members of staff, of whom all hold appropriate early years qualifications at level 3. The provision opens Monday to Friday, term time only. Sessions are from 3.30pm until 6pm, Monday to Thursday and 2.30pm until 3.30pm on Friday. There are currently 20 children on roll, of whom two are in the early years age range. Children attend for a variety of sessions. The provision receives regular 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 all staff have a clear understanding of their roles and responsibilities and have a named person in place to be able to take the lead in the provider's absence
- ensure there is an effective programme of performance management in place, through robust supervisions, to help staff to continually improve their practice.

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

- develop further the range of activities that are available to children, to provide stimulating and challenging opportunities to build on what children already know and can do
- enhance staff's interactions with the children to consistently engage and motivate children in their activities.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy and enjoy their time in the out of school club. They are developing their social skills as they independently join in with group games and enjoy working together to build train tracks and big towers. Children have access to mark-making equipment and a small range of books to support their communication, language and

literacy skills. However, there is not always a vast amount of activities on offer to challenge and stimulate children's curiosity or build on what they already know and can do. Children enjoy outdoor play, they have many opportunities to develop their physical skills playing with the bats and balls, footballs and skipping ropes. Staff facilitate children's learning by talking to them, encouraging them to hit the balls with the bats and join in with skipping games. Staff support children's mathematical development as they count children and use positional language. However, at times children are not fully engaged in activities or motivated because staff are taken up with preparing tea and interactions are limited.

Staff support children's independence effectively by encouraging them to become involved in choosing their daily activities. Children write their activity ideas down and put them on display. Older children help the younger ones to do this. Children are also encouraged to complete questionnaires. These are used to evaluate activities and develop future planning. Staff gather information from parents during the induction period about children's basic care needs and interests. Staff offer daily feedback to parents about how their child has been, focusing on the activities their children have enjoyed doing, so that parents can continue these at home.

The links between the staff and the foundation stage unit at the host school are forming and therefore, staff are beginning to think about how they can complement children's learning further. Children's independence skills are consistently promoted throughout the environment and routines. Children get involved in preparing their tea, pouring drinks and giving out plates and cups. Children's communication and social skills are generally supported through group activities and discussions. Consequently, children are developing skills needed for the next stage in their learning.

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

Children receive a warm welcome as they arrive at the out of school club. There is an effective key-person system in place to ensure children's individual care needs are met. Children are confident and self-assured in their environment because staff build positive relationships with both parents and children. Staff effectively share information with parents around children's development and gain information from parents to support their current interests. Parents comment that 'the out of school club facilities are great', 'staff are wonderful' and 'my child is really happy here'. All children are valued and respected and staff act as good role models to ensure children respect and value each other. Staff take on board all children's views and listen to their ideas. Consequently, children are emotionally prepared for the move to their next stage in learning.

Children enjoy a selection of healthy snacks and water is available throughout the session. Staff sit with the children while they eat, encouraging healthy choices and promoting their personal, social and emotional development. As a result, children are beginning to understand the importance of healthy lifestyles. Staff remind children of the importance of washing their hands before meals and after going to the toilet. This reinforces effective hygiene practices. Children have access to a large outdoor playground and staff provide a

range of activities to promote their physical skills and enable children to take measured risks, such as climbing on the climbing frame and ball games. Consequently, children are beginning to understand the importance of physical activities and the effects exercise has on their bodies.

There are effective procedures in place to support positive behaviour. At the start of every term children develop their own set of rule. These are displayed on the board and every day one child reads a rule out at teatime. For example, 'no toys belong to one person, we must all share'. Staff liaise with the teachers about the school's behaviour strategies and expectations. As a result, there is a consistent approach to managing behaviour. Staff use praise and encouragement, older children act as role models and staff consistently encourage children to share and take turns during activities. A reward system is in place and children are proud of the stickers they get for good behaviour. As a result, all children understand boundaries and children's behaviour is good. Children move around the environment with ease and are regularly reminded how to keep themselves safe. Children take part in regular fire drills and are encouraged to use equipment safely.

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

Children's welfare is promoted to a satisfactory level because staff have an adequate understanding of the safeguarding and welfare requirements. Staff have attended safeguarding training and understand their role in protecting children from harm. They are aware of what to do should they have a concern about children's welfare because safeguarding procedures are clear. Staff have completed training for first aid. This training has given staff the knowledge and confidence to understand the procedures they must follow in dealing with accidents. Effective recruitment and induction procedures check that all those working with children are suitable to do so. However, the provider is currently not working on site and has not yet appointed someone to take the lead in her absence. As a result, staff are unsure of some of their responsibilities in the running of the out of school club. Safety checks and risk assessments are carried out daily to ensure both the indoor and outdoor environments are safe and secure and children are protected.

Self-evaluation takes place and the provider works hard to make changes and improve practice. She has identified strengths and weakness and through feedback from parents and children's questionnaires, and has started to identify priorities for improvement. Although she is absent, this is something she is still involved in to help improve practice. The provider is in regular contact with the staff and staff hold meetings to share ideas of how they can improve. However, supervisions are not robust enough to consistently monitor staff's performance, to improve the quality of their practice.

Staff build effective partnerships with the school. They talk to teachers daily to discuss any concerns about the children. Staff are beginning to discuss the activities the children have been involved in at school and use this information to complement their experiences in the out of school club. Both the school and the after school club have adopted similar procedures around behaviour, so there is a consistent approach to promoting positive

behaviour. Staff build good links with parents; they encourage parents to become part of the self-evaluation process by giving them questionnaires. They talk to parents daily about the activities their child has taken part in and encourage parents to discuss activities their child enjoys at home. As a result, there is a combined approach to supporting children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY336457
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	878161
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Marcia Vivienne Oswald
<b>Date of previous inspection</b>	09/03/2010
<b>Telephone number</b>	07769 616925

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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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