

Lakeside Childrens & Family Learning Centre

Inspection report for early years provision

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Inspection date	25/07/2011
Inspector	Lynn Dent
Setting address	Lakes Road, Erdington, Birmingham, B23 7UR
Telephone number	0121 386 6150
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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*.

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.

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Description of the setting

Lakeside Childrens and Family Learning Centre is run by a Community Interest Company. It opened in 2006 and operates from two rooms within a purpose-built building nursery within Lakeside Childrens and Family Learning Centre. It is situated in the Erdington area of Birmingham. All children share access to secure outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 50 children under eight years at any one time. There are currently 33 children, aged from eight months to under five years on roll, some in part-time places. The setting provides after school care for children from local schools.

The nursery is open each weekday from 8am to 6pm all year. Most children come from the childrens centre catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The setting is in receipt of nursery education funding.

The company employs 13 staff. Of these, 10 hold appropriate early years qualifications and three are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making steady progress overall in their learning and development because staff support their learning through play. Planning and monitoring procedures for older children take account of their individual needs although this is not as effective for the younger children. Positive working relationships with parents, other settings and professionals providing good support and promote consistency for all children. Overall confidential information about the children is maintained. Systems are in place enabling the management to identify areas for improvement and to be generally effective in improving the ongoing childcare practice.

What steps need to be taken to improve provision further?

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

- develop further the arrangements for observing and assessing young children to identify their learning priorities; this is in relation to children in the ducklings room
- improve planning to show different learning opportunities for individual children or groups who may need extra support or more challenge; this is in relation to children in the ducklings room

- improve confidentiality of information about children displayed in rooms; this is with regards to information about childrens allergies and dietary needs
- develop the provision of activities and experiences to further promote children's development of communication language and literacy development and problem solving reasoning and numeracy skills.

The effectiveness of leadership and management of the early years provision

Children's welfare is protected because staff understand their responsibility to record and report child protection concerns to the management and the relevant agencies. Robust recruitment and checking procedures ensure that staff are suitable to work with children. Regular risk assessments are completed and updated when needed, for example, when accidents occur or new activities take place, ensuring children safety is well maintained. Further risk assessments are carried out before taking children on outings, maintaining their safety at all times. The organisation of the setting and resources allow children to safely choose what to do and to participate in planned activities both indoors and in the outdoor play areas.

Effective relationships with parents enables good two-way communication. Discussions with parents show they value the information they receive about their child through daily discussion, the sharing of learning journeys and meetings. Parents are encouraged to extend their child's learning at home because staff provide activities to support this. The setting works with local schools ensuring a smooth transition for the children. Staff work with other professionals ensuring inclusive support and consistency for the children in their care.

All required written information about the children is in place and stored securely. However, on the day of inspection details of children's allergies and dietary needs was attached to a notice board in one of the rooms, meaning that confidentiality on this occasion was not fully maintained. The manager has only been in post a few months and has started to update the policies and procedures and self-evaluate the setting. Recently the opinions of parents have been sought regarding the setting and these are starting to be used alongside staff views to provide plans for improvement. The recommendations from the last inspection have been addressed showing a commitment to improvement.

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

Children quickly settle on arrival and feel safe because staff interact with them to support their play and learning. Staff can explain what they hope children will gain from the experiences provided. For example, younger children are learning to make marks with the water and to pour it between containers. Staff ensure that older children each have an individualised learning plan, taking account of their learning stage and identifying their achievements and next steps. However, planning for younger children is not as successful because it does not show how

activities are adapted to meet the needs of individual children, for example, the more able or those who need additional support. The learning journeys for the younger children include observations of children and their achievements. However, the next steps are not identified. As a result these are not useful for informing future planning.

Children understand safe practices, such as sitting down to use scissors. They clearly understand the importance of a healthy lifestyle explaining they must 'wash their hands to stop germs making their tummy poorly'. Children know that fruit is good for them and enjoy snacks of bananas, raisins and oranges. They benefit from a nutritious diet with foods from different cultures and a choice of Halal foods. Staff provide good care when children are not well. They check the child's temperature and contact parents to collect them. While waiting for the parent to arrive they keep the children hydrated with cool drinks and a member of staff sits with the child and reads stories or plays quiet games away from other children to minimise the risk of any illness spreading. The setting cares for some children with challenging behaviour. However, this is managed well because staff are good role models and handle incidents of children not sharing sensitively. All children from a young age are encouraged to be kind to their friends and to share toys. As a result, overall children play nicely alongside and with their friends according to their developmental stage.

Children learn about the wider world as they celebrate various events throughout the year such as Diwali, Chinese New Year and Christmas. They learn about living things as they grow plants and vegetables and look for mini-beasts. Children are becoming competent users of information and communication technology as they use a computer, cameras and remote controlled toys. Children have access to a range of creative materials including paints, play dough and paper mache which they are using to make a giant caterpillar. Children are confident talkers and some older children can retell simple stories, such as about a hungry caterpillar, from memory. However, communication language and literacy are not as developed as other areas of learning. Some children can identify numbers and can count how many pieces of fruit they have for snack. However, overall children's understanding of mathematical concepts are not as developed as other areas. Children make choices about what to play with. They are learning about responsibility as they help to tidy up and choose when to eat snack. Consequently, their personal and social development is good. Babies and toddlers are settled because their routines are met and they enjoy playing with a range of developmentally appropriate toys and natural materials that stimulate their senses.

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

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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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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