



St Paschal Baylon Nursery and After School Care.

Inspection report for early years provision

Unique Reference Number	EY314925
Inspection date	22 March 2006
Inspector	Wendy Brooks
Setting Address	St. Paschal Baylon Primary School, Chelwood Avenue, Liverpool, Merseyside, L16 2LN
Telephone number	0781 3904 396
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Registered person	Jacqueline Ann Prayle
Type of inspection	Integrated
Type of care	Full day 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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

St Paschal Baylon Nursery and After School Care is run by an independent provider using St Paschal Baylon Roman Catholic Primary School premises in the Childwall district of Liverpool. It was registered in 2005 and brings together the former pre-school which ran in Paschal Baylon church hall and the out of school club which was already operating in the school. The nursery uses a self-contained demountable unit with integral toilets and staff room and a secure outdoor play area. The out of

school club uses the school dining hall, gymnasium and the school outdoor facilities. Some of the younger children staying after school are occasionally accommodated in the nursery.

The nursery which caters for children aged from 2 years 6 months to 5 years, operates from 08.15 to 17.00. Nursery education sessions are provided both in the morning and afternoon. No more than 24 children may use the nursery facilities at any one time. There are currently 39 children on roll in the nursery, of which there are 23 funded 3 year olds and 7 funded 4 year olds. There are no children attending who have special needs or have English as an additional language.

The out of school care operates from 15.00 to 18.00 and caters for a maximum of 64 children aged 5 to 8 years. Children aged from 8 to 11 years are also cared for and included in these numbers. There are currently 120 children on roll. Both facilities operate from Monday to Friday, term time only.

In addition to the provider/manager there are 12 regular staff working in the pre-school and out of school care services with an additional 3 relief workers. 6 staff members have appropriate early years qualifications. The nursery receives support from an advisory teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is good. Children play and are cared for within a clean environment because staff employ good routines and procedures to ensure all areas used by the children are clean and tidy. Children are aware of the need to wash their hands before and after certain activities, such as, after using the toilet, before snack time and after planting flowers in the garden. An appropriate sick child policy and procedure ensures staff are alert to children who might be feeling unwell, and that any necessary arrangements and communication with parents and carers is made. This ensures that children are cared for within an environment which is as free from infection as possible. Staff are suitably qualified in first aid, although evidence of this is not available at the premises.

Planned themes and activities enable the children to think about healthy eating. Children have contributed to a display showing the various fruits they tasted when discussing the story of "Handa's surprise". Children enjoy a range of healthy foods throughout their day. Lunch time meals are freshly cooked each day by the school catering staff and children eat in the school dining hall alongside older children attending the school. Snacks are provided within the nursery unit and include a range of healthy options which appeal to the children such as bananas, cherry tomatoes, carrots, and apple pieces. Drinking water is freely available to children at all times. Older children who attend the out of school provision are offered juice and biscuits as they arrive.

Children's physical development is promoted through the provision of appropriate opportunities both in and outdoors. Children have opportunities to play outdoors weather permitting, where they use climbing equipment, ride in cars and on tricycles. When weather does not permit outdoor play, children are involved in indoor physical activities such as music and movement. Children attending the nursery have the use of the school hall on a weekly basis where they enjoy using a wide selection of equipment to promote their physical development. Children develop competent small physical skills through access to a variety of equipment and activities. For example, children complete jigsaws, use musical toys and glue spreaders, and join in with threading activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for within areas that are appropriately organised according to their age and level of development. Rooms are prepared prior to children's arrival each day ensuring they have play opportunities as soon as they arrive. Children are able to enjoy a good range of activities and experiences using both indoor and outdoor play space which contributes to their learning, development and enjoyment.

Children access a variety of activities and opportunities on a daily basis which are supported by good resources and equipment. Children develop skills of independence as they self select toys and equipment from that on offer and upon request. For example, a discussion during news time leads to children wanting to access the musical instruments available in the nursery. Children show confidence in asking for the equipment and are able to access the instruments with minimal support from staff as they know where they are stored.

Children's safety is well promoted. Staff have a good understanding of the need to ensure children's safety at all times as they have effective policies and procedures in place. Regular risk assessments on the premises and equipment used by the children are undertaken. Children learn how to keep themselves safe on the premises, for example fire drills are carried out regularly so that children know what to do in the case of an emergency.

Children are kept safe from harm. Staff have a good understanding of child protection policies and procedures and are clear about their responsibilities in this area, although, the recent government guidance on child protection procedures is not in place at present. Policies and procedures are shared with parents and carers.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and comfortable at the nursery. They enter the setting confidently and are warmly greeted by staff which enables them to quickly settle and participate in the activities on offer with enthusiasm. They relate well to each other and to staff and are relaxed in their care.

Children's enjoyment and achievement is well addressed. They are learning and developing well through the provision of planned activities and opportunities which helps to promote their learning, overall development and enjoyment. Staff are aware of both the Birth to three framework and the Curriculum guidance for the foundation stage, and use these to provide all children with good learning opportunities. Activities are planned around themes such as countries and colours which helps children to make links across all areas of their development.

Children spend their time purposefully and explore a wide range of activities, which contribute to their creativity and imagination. Activities are planned to suit children's individual needs and interests. As a result, children are motivated and make many good links in their learning. Children are confident speakers and good listeners. They have access to a range of books which they read independently or share with staff and other children. They enjoy listening to group stories and ask questions which encourages their communication skills.

Nursery Education.

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and how young children learn. Activities are planned by pre-school staff who work together as a team to identify the learning needs of children within their individual key worker groups. Long, medium and short term plans are formulated to ensure that all six areas of learning are covered. Written plans are not detailed, although all staff have a good understanding of the learning intentions because they are all involved in the formulation of the plans. Themes and activities are monitored and evaluated which helps to inform future planning by identifying the outcomes of guided activities. Children's development and progress is observed and recorded either spontaneously or during identified activities. This information is used by staff to target specific children in future one to one activities, but is not identified in written plans.

Children's confidence and self-esteem are well promoted as they are praised for their achievements. Children show good levels of independence, for example, when it is time to go across to the adjacent school for their weekly session in the gymnasium, the children take initiative to find a partner and line up to show they are ready. Children build positive relationships with staff and peers. They take turns, share resources and behave well. While waiting for their turn to use the gym equipment children watch each other and applaud other's achievements when using the apparatus.

Children are confident speakers and communicate well with each other, members of staff and visitors to the setting. Many opportunities to develop reading and writing skills are provided and children are able to access mark making materials independently. Children enjoy writing "letters" for family members at the creative table and put them into envelopes to take home with them. Children begin to use language for thinking. During the story of Snow White and the seven dwarfs, staff encourage children to think about the characters in the book by asking questions and using facial expressions. The children think about which characters staff are describing and discuss why they are given certain names such as Sleepy and Grumpy.

Children are beginning to develop an understanding of mathematics through a selection of planned activities, access to some mathematical equipment, written materials and activities. For example, children recognise shapes displayed on work sheets and count the number of children in the circle with support. However, everyday opportunities to enhance children's understanding of number operations and shape, space and measure are not extensive. Children develop knowledge and understanding of the world around them through a wide selection of planned activities. Children are developing an understanding of early science as they are involved in planting and caring for flowers in the nursery garden, and collecting and caring for earth worms in their own worm world. Themes that interest and motivate children are used to plan associated activities that help children to develop in all areas. For example, during the theme of India, children explore materials and textures when looking at clothing, experience a variety of tastes when learning about Indian foods and find out about buildings such as the Taj Mahal.

Children's physical skills are developed through a wide selection of activities both indoors and outside. Children are provided with opportunities to ride bikes and cars, use the climbing equipment and take part in walks around the local area. Regular activities involving music and movement help children to develop an understanding of control of their bodies and a sense of space. Weekly sessions in the school gymnasium provide opportunities for children to learn about keeping themselves healthy through physical exercise and further develop their large motor control as they use the balance beam, climb on the apparatus, crawl through the tunnel and aim the ball into the basket. Children's fine motor skills are developed through activities such as joining construction pieces together when building and manoeuvring small world characters in the play house. Children are provided with a selection of activities to explore their creative development through a range of textures and materials such as cutting and sticking and painting. Children make mother's day cards by using a variety of art and craft techniques. Role play areas are changed regularly to encourage the development of children's imagination.

Helping children make a positive contribution

The provision is good.

All children are included in all the activities provided; their individual needs and circumstances are known and provided for by staff. Children and staff greet each other every morning in English, Spanish and using British Sign Language. Visits from a Spanish teacher each week help children to develop an understanding of foreign languages. Children are developing a good understanding and awareness of the wider world as they are involved in activities which help them to learn about countries from around the world.

Children's behaviour is good. Children receive praise and encouragement from staff for their efforts, attempts and achievements which has a positive impact on their self confidence and self-esteem. Children are happy and excited and are engaged in activities. A clear behaviour management strategy and programme of activities and opportunities ensures children's enjoyment and good behaviour. Children are polite, share, take turns and are learning to co-operate with and show consideration for one

another. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good.

Children benefit from the good partnership with parents and carers. Parents and carers have access to and receive plenty of information about the setting and what it has to offer in terms of care and education. Before children start to attend the pre-school parents are provided with information on the Foundation Stage and how it will be accessed by their child. Parents are requested to provide information on the developmental stage their child is at, which helps staff to plan activities for individual children's development. Once children begin to attend parents are kept up to date of activities on offer and are informed of themes and special events that will take place. Parents and carers are kept up to date with their child's development, achievements and general well-being through informal verbal discussions upon arrival and collection and within the reports sent home every six months. Developmental records are also available for parents and carers of all children upon request, and are discussed in detail at the parent's evenings. Parents and carers spoken to were positive and supportive of the provision and what it offers their children.

Organisation

The organisation is good.

Leadership and management is good.

Children's learning and development benefit from the good leadership and management of the nursery and out of school provision. The manager meets with all nursery staff on a regular basis to discuss the activities provided. The manager undertakes regular monitoring of the whole provision looking at staff performance, training and development, activities and the curriculum.

Children are cared for safely as all necessary clearances on staff have been completed. The manager has suitable recruitment and selection procedures in place. An operational plan, policies and procedures are in place. Suitable induction, regular staff meetings and staff appraisals are used to evaluate staff performance and ensure that they are kept up to date with policies, procedures and changes in regulations and childcare initiatives.

All legally required documentation which contributes to children's health, safety and well-being is in place and is well maintained, however, evidence of electrical safety checks are not held on site. A high ratio of staff who are qualified in childcare work with children on a daily basis. Staff have opportunities to enhance their skills and knowledge through further training, which has a positive impact on children's learning, development and welfare.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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.

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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 that evidence of staff qualifications in First Aid are available at all times

The quality and standards of the nursery education

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

- extend children's ongoing mathematical development through further planned activities and through continuous provision for children's independent access

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