



Ellergreen Out Of School & Community Creche

Inspection report for early years provision

Unique Reference Number	322450
Inspection date	07 September 2006
Inspector	Margaret Patricia Mellor
Setting Address	Ellergreen Road, Liverpool, Merseyside, L11 2RY
Telephone number	0151 233 4597
E-mail	
Registered person	Norris Green Community Health Forum
Type of inspection	Childcare
Type of care	Full day care, Out of School care, Crèche

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

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.

WHAT SORT OF SETTING IS IT?

Ellergreen Community Crèche was registered in 2000. It is committee run and based in Ellergreen Community Centre situated in Norris Green, Liverpool. It provides a crèche and out of school care. Children have access to a crèche room, out of school room and main hall for their care and play experiences. All children share access to a secure, fully enclosed outdoor play area. The setting primarily serves children whose parents are attending training in the centre or go to school in the local community.

In the crèche a maximum of 24 children aged from one year to under five years may attend the crèche at any one time. It runs on Monday to Friday from 08.30 to 17.30

hours. There are 32 children on roll aged one to four years. A maximum of 32 children aged from four to under eight years may attend the out of school care at any one time. The club runs Monday to Friday term time from 15.00 to 17.30 hours and during the holidays from 08.30 to 17.30 hours. There are 48 children on roll aged from four to 12 years. The setting provides an all year round service. They support children with learning difficulties and disability.

The setting employs seven staff to work with the children. All staff have a relevant childcare qualification. They receive support from Sure Start Services of Liverpool Children's Services. They are a member of the Pre School Learning Alliance and '4 Children'. They have an Aiming High Quality Assurance Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children bring their own packed lunch, which contributes to parents' wishes and children's dietary needs. Staff ensure that children's food is stored appropriately so that their health and welfare is supported. Younger children develop their coordination as they drink from their feeder type cup. Older children learn to listen to their bodies as they independently help themselves to drinks of water when thirsty or after exercise. However, there are few healthy options at snack times, which means that children's awareness of a healthy lifestyle is not fully promoted.

Younger children begin to learn simple personal hygiene as staff sensitively help them to wipe noses and as they sing rhymes. Older children build on their awareness through visual displays and confidently talk about how washing hands or brushing teeth gets rid of germs. Staff act in children's best interests when they are ill and store medication in an accessible place out of children's reach. All staff have a relevant first aid certificate and keep two fully stocked first aid boxes close at hand so they can quickly respond to any minor injuries. Health and hygiene procedures are consistently followed by staff, for instance, nappy changing, wiping down surfaces and cleaning the toys. This helps to prevent the spread of cross-infection. Staff ensure that all children use sun creams and wear hats on hot days further safeguarding their well-being.

Children enjoy a range of activities planned by staff that encourage them to be physically active. They love to run in the fresh air, climb, ride or push wheeled toys, dance to the karaoke machine and create patterns in the air with gymnastic ribbons. This promotes children's coordination and spatial awareness skills. Children show plenty of physical control during group games as they throw, catch and pass balls. Babies' eagerness to be physically active is recognised and encouraged by staff as they help them in their efforts to stand and bear weight on their feet. All children can be active or restful according to their respective needs. They relish tactile and manipulative activities, which means they further develop their hand and eye coordination through fun play and learning experiences.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, safe and well maintained environment. They gain independence as they move safely in the setting because staff vigilantly implement procedures when visitors and parents arrive so children remain safe. This is well supported by an intercom system that alerts staff of parents' arrival, vision panels and visitors' records. All the necessary safety equipment is in place and staff do a daily visual premises check to effectively address any areas of concern. The outdoor play area provides a variety of safe challenges for children in a secure enclosed area. There are effective and well thought out procedures for keeping children safe and well, whilst enjoying outings and specific activities, such as swimming. This minimises the risk of children accidentally injuring themselves.

Children learn aspects of safety as they regularly practise what to do in the event of a fire and as staff gently remind them about how to behave on outings. Older children confidently talk about how they cross roads, stay close together and listen to adults. This contributes to children's understanding of how to keep themselves safe. Children's protection is further assured because staff have a clear understanding of child protection issues and the steps to take to safeguard children. Staff's willingness to note concerns and discuss these with parents ensures that the well-being of children in their care is a priority.

Children gain independence as they move freely and safely because staff organise the space well. They have access to a good range of quality toys and equipment that are suitable for their age while providing them with appropriate challenges. Appropriate health and safety procedures are followed by staff so that the resources are maintained well and children remain safe. Children's self-esteem is promoted as they independently search out play materials that appeal to them from the tables, trays and toy boxes at child height. All children relax in comfort with their peers because the furniture is suitable for the range of children who attend.

Helping children achieve well and enjoy what they do

The provision is good.

Children are clearly happy and content in the setting, contributing to their personal, social and emotional development. They are gaining confidence as they build relationships with each other and staff who spend time talking, listening and playing with the children. Younger children are becoming more confident communicators as they listen to stories with visual aids, look at books, and sometimes recite numbers, shapes and colours when playing. Older children happily develop their friendships as they form into small groups with their friends to relax after school, engage in creative play and chat about what they are doing. All children are listened to by staff, and as a result are confident to make their needs known to the adults. They have good opportunities to join in activities as they do puzzles, paint and play with the small world toys. Children show good awareness of how to behave and keep themselves healthy and safe.

Children have a good time in the setting as they are involved in a stimulating range of purposeful and fun play opportunities, which actively engage their interests. This is supported by well planned activities as staff are beginning to use the 'Birth to three matters' framework and children's progress records for planning ahead. Younger children develop a strong sense of self as they look in the play mirror and sing rhymes. They love the phonic toys and find a voice as they respond gleefully at hearing the different sounds. Children's physical skills are promoted by using wheeled toys, eating with spoons or their fingers at meal times and climbing.

Children are highly motivated and eagerly participate in a wide range of creative activities, such as mark making, sewing, making candles or puppets and modelling with clay. They extend their imagination as they role play and dress up in the home area. Children relish doing jigsaws, designing patterns and playing matching or sorting games, which contributes to their mathematical thinking. Older children particularly relish jewellery making, playing outdoors and having a game of football. All children enjoy celebrating a range of festivals and different lifestyles. They explore a range of media as they listen to music, smell the sea shells in the treasure basket and run their fingers through the sand or water. Children further benefit from activities outside the setting, for instance, day trips to the beach or theme parks. This further enhances children's crèche and out of school experiences.

Helping children make a positive contribution

The provision is good.

Children are highly valued because staff have a good understanding of learning difficulties and disability. This means that all children are included and joining in the days activities. Children are happy to attend the setting and very comfortable with their easy relationships with staff promoting children's sense of belonging. Their art work is celebrated as it is widely displayed on the walls, promoting a welcoming environment for themselves and their parents. Children begin to learn about the wider community as they play with the multicultural toys, look at or read books, do jigsaws and celebrate a range of festivals, such as Chinese New Year when they make dragons. Children's different family backgrounds further enhances their awareness of equality issues.

Children are kind, considerate and thoughtful to one another because staff provide positive role models, encouraging polite interaction. All children are busy and involved in the activities, and as a result behave very well. Staff have high expectations of children and offer praise freely ensuring that they develop confidence and know when they have done well. Younger children willingly help to tidy away the toys, which positively fosters their self-worth. Older children are developing good social skills and a clear respect for others as staff have invited them to contribute to the club ground rules and acceptable behaviours. All children are polite to one another as they willingly share the toys, take turns and show consideration through their interactions with their peers and adults.

Children's needs are met very well because warm and friendly relationships have been established between the staff and parents and information is shared regularly.

Parents are provided with a handbook about the setting's activities as part of the enrolment procedures, reassuring parents that children's interests come first. A detailed notice board and regular newsletters keeps parents up to date with forthcoming activities. There is good ongoing sharing of information through younger children's progress records and as parents engage in easy conversation with the staff about their children's activities. Parents comment very positively about their children's care, learning and play. This meaningful relationship between home and the setting very clearly contributes to children's continuity and quality of care.

Organisation

The organisation is satisfactory.

Children are cared for in a safe, comfortable and well equipped environment because staff have a commitment to continual review and development of the service. Well written policies and training, such as first aid, food hygiene and child protection assist the staff team to work well together to provide an effective service for the children. Staff ensure that children are well protected as they are only collected by authorised people and non-vetted persons are not allowed access to them. The daily documentation is generally maintained well and made available for inspection. However, the children's records do not clearly identify the time medication is to be given, and the complaints records are not in line with new guidance.

Children benefit from the appropriate adult support and the experience of the qualified staff. There are effective systems for the recruitment, induction and supervision of adults who care for the children. Staff are committed to their own self-development through regular attendance on childcare courses, such as 'Birth to three matters', 'Treasure Baskets' and 'Outdoor play'. This has broadened staff's knowledge of child development and enhanced children's range of activities. Regular team meetings help staff to share ideas, which further contributes to the quality of care offered.

Children are cared for in two family group settings and younger children have a named key worker so that their experiences are happy and positive. Older children benefit from informal key working as staff support with small group activities. All children are assisted to develop their independence and create friendships because the staff have organised a stimulating and fun environment. Staff plan the activities well so that all children benefit from regular fresh air and enjoy a balance of adult guided and self-initiated play. Children have plenty of fun and grow in confidence as they self-select toys and pursue activities that appeal to them. Information is shared with parents regularly promoting children's continuity of care.

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

Improvements since the last inspection

At the previous inspection six recommendations were raised to meet the National Standards and improve the quality of care offered. These referred to safety,

organisation and positive contribution. The setting has implemented an induction programme for new staff; reviewed the operational plan and behaviour management policy; introduced written risk assessment records; obtained a copy of the Special Needs Code of Practice (2002); and improved the resources that promote children's awareness of equality issues. This has safeguarded children and improved the quality of care offered.

Complaints since the last inspection

Since April 1st 2004 there have been two complaints relating to the National Standards. Ofsted received a concern on 9th December 2004 in relation to National Standard 3 Care, Learning and Play; National Standard 2 Organisation; National Standard 6 Safety; National Standard 7 Health and National Standard 1 Suitable Person. The Complaints, Investigation and Enforcement Team visited the provision. The provider was required to take action relating to National Standard 6 Safety and National Standard 7 Health. The provider responded to the actions raised, which were satisfactorily met. Ofsted were satisfied the provider remains qualified for registration.

The second complaint was received on 12th December 2005 related to National Standard 1 Suitable person. The concerns were originally shared with another agency. An Ofsted childcare inspector then visited the provision. Actions were raised and satisfactorily met by the provider. Ofsted were satisfied the provider remains qualified for registration.

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.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- improve children's snacks that help to promote healthy eating
- devise and implement complaints records in line with new guidance
- review the children's medication records.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk