



Springwell Park School and Children's Centre

Inspection report for early years provision

Unique Reference Number	EY330577
Inspection date	04 September 2006
Inspector	Michele Anne Villiers
Setting Address	Springwell Park Primary, Menai Road, BOOTLE, Merseyside, L20 6PG
Telephone number	0151 288 6055
E-mail	
Registered person	The Governing Body of Springwell Park
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?

Springwell Park Children's Centre opened in 2006 to serve the local community. The centre comprises a day nursery, which is open each weekday for all of the year from 08.00 to 18.00; a crèche to support parents and carers attending the centre; and an out of school club and summer play scheme. It operates from several rooms in a purpose built building within Springwell Park School in Bootle, Merseyside.

A maximum of 86 children may attend the day nursery at any one time. There are currently 33 children aged from birth to five years on roll in the day nursery. The crèche offers a maximum of 10 places and the out of school club a maximum of 24

places.

There are 12 staff who work with the children in the day nursery, including a manager and deputy. Of these, nine hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from cross infection and the risk of illness due to good hygiene standards. The premises are very clean and well maintained and staff take positive steps to ensure all surfaces and nappy change areas are suitably washed. Staff follow comprehensive health and sickness policies and act promptly when faced with children's medical problems. Children are further protected as staff effectively record and monitor the administration of medication and first aiders deal with any minor accidents. Protective clothing is worn during nappy change and children wear plastic aprons at meal times, helping to keep their clothes clean. Babies and young children receive good attention, helping to foster their emotional well-being. Their routine is respected and sleeping babies are closely monitored whilst comfortably sleeping in their designated cot. However, staff are unable to ensure the room temperature is appropriately maintained as a thermometer is not utilised.

Children develop a positive attitude to fresh air and physical activity. Outside play is incorporated into the daily routine and children enjoy planned activities outside, such as story time. The play area is creatively designed with a slightly raised grass area for children to run up. Various toys and resources are provided, helping children to develop strength, stamina and coordination. They enjoy play on wheeled toys, a climbing frame and slide. Staff organise group activities using balls, hoops and bean bags. Older children attending the out of school club have fun using a large parachute and develop good hand-eye coordination playing table tennis. Babies and young children are challenged to use their large motor skills when crawling and climbing over large soft cubes, shapes and soft matting.

Healthy, nutritional food is provided and many meals are home made, prepared by the cook of the school during term time, or the cook from another nursery during the holidays. Children snack on different fruit during the day, such as banana, kiwi, melon and grapes. A substantial breakfast of cereal is provided when children arrive, and hot meals include curry and rice or fish fingers and chips. Children learn about healthy food options through planned activities and during role play with pretend food. Children's dietary needs and parental choices are met. Children attending the out of school club and summer play scheme have a substantial snack and enjoy activities, such as baking, to learn about healthy foods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment. Good procedures are in place to ensure unknown persons do not enter the premises. The reception area into the building is staffed and visitors are escorted into the nursery. The nursery has secure access and staff carry electronic key fobs to gain entry into all rooms within the nursery. Children have a large area in which to play, with good natural light and interconnecting doors to all play areas enabling free flow for staff and children. Children freely access a wide range of safe and suitable toys and resources. Furniture has been purchased to provide comfort and safety for all children, with chairs and tables of varying size and height, plus child size settees and cushions for rest and relaxation.

Staff conduct regular risk assessment to help protect children from accidental injury. All fire appliances are regularly checked and staff follow comprehensive written policies on health and safety. However, some old resources, such as a wooden apparatus, are stored outside where children access, posing a possible risk to children. Children learn about safety during the daily routine. Staff gently remind them to 'be careful' when running around and playing on large equipment, and vigilantly supervise children at all times. Babies and young children learn to crawl and walk in safety. They are given many opportunities to discover boundaries and learn some sense of danger, for example, when climbing over large soft play sets of various shapes and sizes, under close supervision. Older children attending the out of school club become aware of road safety through organised talks with the local community police.

Children develop an awareness of what to do in the event of a fire or in an emergency as they practise the evacuation procedure with staff. On local walks older children learn about safely crossing the road. The children's welfare is further safeguarded as staff have a good understanding of child protection issues. The manager is the designated child protection officer and all staff receive in-house training during induction.

Helping children achieve well and enjoy what they do

The provision is good.

Children access a wide range of stimulating and interesting activities, helping them to make good progress in their all round development. The environment is creatively organised into areas for play with a good display of materials and resources. Emphasis is focused on child lead activities and children learning through experience and their own interests. Babies and young children learn through a wide range of sensory activities. Staff working with young children have received some training on the 'Birth to three matters' framework and have recently introduced the framework to underpin planning. Older children attending the out of school provision enjoy a variety of games, construction and art and craft activities that staff plan and provide.

Children confidently explore their environment and eagerly participate in all play opportunities. They are happy and interested and become competent learners. Babies excitedly explore sensory toys, such as transparent tubes and bottles that contain different coloured liquid with shapes and objects that move around, creating

interesting visual effects. Young children make connections when playing with activity centres, pressing different shaped buttons to create sounds and movement. Staff make up treasure baskets for babies to explore, containing different textured items and natural materials.

Babies receive good support as staff sit with them, motivating their play and interest. Staff use facial expressions, voice intonation and eye contact to communicate with babies, who respond with smiles, laughs and chuckles. Repetitive language is used to help children become skilful communicators and staff constantly talk to young children. During story time staff roar like lions and meow like cats and young children attempt to copy the sounds and words. Specific activities are planned by staff following particular interests shown by children. For example they learn about spaceships and create a large spaceship during art and craft, using a range of different colours and materials. They paint planets and look at books and pictures to support their learning. Staff take children on visits to the planetarium in the museum to further their interest, knowledge and understanding.

The children's imagination is fostered well and they particularly enjoy creative role play areas, such as supermarkets with a check out counter and shelves of food, or a jungle with pretend grass and puppet animals. Many opportunities are provided for children to practise their writing skills and mark-making using various materials, such as chunky chinks to draw with on the ground outside. They enjoy listening to stories and singing songs to promote their language and literacy skills, and older children begin to recognise their written name. A computer is available for children to freely access, together with several programmable toys, helping them to learn about technology. Older children, attending the out of school provision, enjoy a variety of activities planned by staff, such as board games, construction and art and craft. Staff throughout the nursery use planning well. They use observation to assess the children's development, and individual progress reports are completed and used to inform future plans.

Helping children make a positive contribution

The provision is good.

Children confidently contribute to the life of the nursery and have a strong sense of belonging, developing very good levels of self-esteem. They initiate interaction with staff and proudly display their artwork throughout the nursery. All children are respected as individuals. Children learn about their own culture and develop some awareness of the culture of others and diversity of the world in which they live. They access some multi-cultural toys and resources, and learn about disability when playing with wheelchairs and walking sticks with small play people. Some books, jigsaw puzzles and posters reflect positive images. However, these are not fully integrated throughout the nursery, some being shared between rooms and some supplied by the school.

Staff create a positive environment and reward the children's good behaviour with constant praise and encouragement. They demonstrate good role models and children use 'please' and 'thank you', with praise from staff saying 'That's lovely

manners'. Staff clap and cheer the achievements of young children, and older children receive smiley face stickers for being a helper. Comprehensive written policies on the management of children's behaviour are provided, but there is not a designated staff member to ensure correct procedures are followed. Older children devise their own 'Golden rules' and discuss what they want from the after school club. They are encouraged to express their own feelings, ideas and needs, and implement a suggestion box.

Children benefit from the close and supportive relationship staff form with parents. Information is shared through informal daily discussion and parents may telephone at any time to talk to key workers about their children settling in and their happiness. Children's individual daily diaries are completed by staff and available for parents to take home to contribute their own thoughts and ideas. Parental involvement is very much encouraged and parents speak positively about the care provided.

Organisation

The organisation is good.

Children are settled and well cared for by qualified and experienced staff. There are effective procedures in place for the recruitment and vetting of staff and Ofsted are informed of any changes. The manager closely monitors the provision in order to identify strengths and address any weaknesses. She demonstrates a keen commitment to improving her own knowledge and skills that benefits the children's care and welfare. Staff ratios are met at all times and the re-grouping of children and organisation of activities, ensure ratios are maintained throughout the day. Staff receive in-house training during their induction period and on-going training is identified during regular supervision meetings.

Play space and resources are organised well with designated areas for children to access specific activities. Very good consideration is given to the suitability of furniture, toys and resources, to promote the children's progress and development. There is a welcoming environment for children and parents. Comprehensive policies and procedures are in place for the effective management of the setting and understood by staff. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report since 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 complains other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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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 the room where babies sleep is maintained at an appropriate temperature
- ensure the outside play area is free from stored items that may pose a risk to children
- continue to increase resources and posters that reflect positive images of race, culture, disability and gender
- nominate a named staff member to have responsibility for coordinating the management of children's behaviour.

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