



# Ganneys Meadow Early Years Centre

Inspection report for early years provision

**Unique Reference Number** EY287866  
**Inspection date** 12 September 2006  
**Inspector** Elaine Murray

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**Registered person** Metropolitan Borough of Wirral  
**Type of inspection** Childcare  
**Type of care** Full day care, Sessional 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](http://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?

Ganney's Meadow Early Years Centre has been established for many years and was registered to provide childcare in 2004. The provision is a designated children's centre which includes nursery education. The childcare services are provided by the local authority and are based primarily within the Orchard Wing of the Centre. The centre is situated in Woodchurch, Wirral.

The centre is registered to provide a total number of 94 places for children aged from birth to five years. Full day care is available each weekday from 08.00 until 17.45 all year round. During school term times the centre provides a playgroup which is

available on a Monday and Tuesday from 09.15 to 11.15 and from 13.00 to 15.00. There is a crèche available to support parents and carers attending courses at the centre. The centre also provides a holiday club for children receiving nursery education, which operates from 09.30 until 11.30 and from 13.00 until 15.00 during the school summer holidays. The day nursery was operating on the day of inspection. All children share access to a secure enclosed outdoor play area. There are currently 57 children aged from birth to under five years on roll.

The centre employs eighteen staff. All staff, including the manager hold appropriate early years qualifications except one member who is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children show a growing awareness of simple hygienic procedures as this is effectively promoted by staff. Children routinely wash hands before snack and after using the toilet. Children also wipe their own faces with individual flannels after meal times. Staff in the day nursery are vigilant in following hygienic procedures as they change nappies and clean equipment. This helps to protect children from the spread of germs. The centre's clear sickness policy is shared with parents and helps to protect children from the spread of infection. All staff have up to date first aid training, helping to meet children's needs in the event of an accident or emergency. Children's well-being is protected outdoors during hot weather as staff provide shade covers over parts of the outdoor area.

Children are developing physical skills and enjoyment of exercise through regular outdoor play. They make use of a range of equipment, such as climbing frames, wheeled toys and play tunnels to develop skills. Children attending the day nursery have regular walks out in the locality, further encouraging them to develop a healthy lifestyle. Babies and young children's sleep needs are acknowledged and met, helping to ensure their good health.

Children learn to enjoy a healthy diet as they are provided with nutritious snacks, including fresh fruit. Throughout the centre there is a positive approach to developing children's understanding of healthy eating by involving them in food preparation and discussion. Older children discuss healthy eating as they make pizzas for tea. Children attending the day nursery pick apples from the tree in the centre's grounds which are then made into a dessert. Children attending the playgroup make vegetable soup and their own sandwiches. Children attending crèche make a fruit salad and vegetable stir fry. These activities contribute to children's understanding of healthy eating. During school term times children benefit from a range of balanced and nutritious lunches which are cooked on the premises of the neighbouring school and transported to the centre. During school holiday times staff prepare a variety of frozen commercially produced ready meals for children. This is not consistent with the centre's overall approach to the provision of freshly prepared healthy and nutritious snacks and meals for children. All staff have received training in food hygiene, which helps to ensure that food is appropriately prepared and served and

children's health is protected. Drinking water is readily available for children at all times. Younger children are offered water regularly, promoting their good health.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very attractive and stimulating environment in which they can feel secure. Rooms are bright with comfortable furniture and attractive displays of children's work. This promotes children's sense of belonging. All rooms apart from the younger babies' room have an attractive role play area. A good range of toys are put out for the children to choose from. Children's independence is promoted as they confidently select from the many resources available in low level drawers or on low shelves. Space is used well to meet children's needs. Babies have a separate area for sleeping and all children have access to a sensory room for quiet times. There is a broad range of good quality toys and equipment which are suitable for different ages and abilities. This helps to meet children's needs effectively.

Staff take effective measures to ensure children's safety indoors and outdoors. Risk assessments identify potential hazards and action is taken to minimise the risk to children. Staff make a daily safety check of the premises and outdoor area. Babies' safety is protected as staff ensure that they are checked whilst sleeping and that the room is at an appropriate temperature. Children learn to keep themselves safe as they hold hands during walks to the library. Older babies are reminded to 'keep their feet on the floor' to distract them from climbing. Children are protected as staff are clear about the evacuation procedure and have appropriate equipment available to transport babies quickly.

Children are well protected as staff have a good knowledge of the signs and symptoms of child abuse and are familiar with the procedures to be followed.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff pay excellent attention to promoting children's confidence, self-esteem and sense of belonging. As a result, children enter the day nursery enthusiastically and are happy and settled. Staff have a warm and caring approach and establish positive relationships with children. Babies are held, talked to and played with. Children attending the day nursery have individual books made up of photographs of themselves taken whilst they are at nursery. These books are readily accessible to children in baskets so that they can look at them at any time, which helps to affirm children's identity and sense of belonging.

Staff make good use of the 'Birth to three matters' framework to promote learning. They provide an imaginative range of sensory experiences for children. Children happily explore shredded paper, a tray of tomato sauce, and water with bubbles in. Photographs around the rooms and in folders on display in each room show children

enjoying painting, modelling, exploring cooked spaghetti and frozen blocks of ice containing toy dinosaurs, making musical instruments and creating a picture by squirting paint from bottles on to an extended roll of paper. Staff follow children's interests in providing activities, further developing their confidence and promoting effective learning. Children ask to make a cake after listening to a story about cake making. Staff provide this activity and children happily bake together. Staff question the children well to develop learning, encouraging them to describe the smell of chocolate powder, name ingredients and predict what might happen next. The school holiday club follows children's interests in developing a theme about castles and crowns.

Staff present activities in an interesting manner, for example, in playgroup children made a 'cress mountain' from a mound of newspaper with the cress planted over it. Playgroup staff pay particular attention to the development of children's speaking and listening skills, and provide small group activities to promote this aspect of learning. Children receiving care following their nursery education sessions often follow activities linked to the themes being followed in those sessions. For example, when following a 'space' theme, at the children's request staff enabled children to make 'rockets' using plastic bottles and other materials. This approach helps to sustain children's interest and promote learning in a meaningful way.

Staff make evaluations of the activities provided and use this information to adapt their provision. They make observations of children's learning for children attending the day nursery and playgroup. These provide a helpful record of some aspects of children's development. They are not always used effectively to inform the next steps for children's learning.

### **Helping children make a positive contribution**

The provision is good.

All children are included in the activities provided and individual needs are well met. This helps to promote children's confidence and self-esteem. Children learn to contribute to daily routines, for example, by taking turns to put their used face cloths in the appropriate bin after meal times. Their sense of belonging is developed as children attending different provisions within the centre sing the same 'Bye Bye' song at the end of sessions. Children gain awareness of their local environment and the diversity of the wider world through a good selection of resources and activities that promote positive images. For example, children are involved in food tasting and craft activities relating to Chinese New year.

Staff are good role models, being polite and considerate towards children. They skilfully settle children who are new to the nursery, effectively establishing routines and expectations in a positive manner. Staff have a calm, consistent and positive approach towards managing children's behaviour. As a result, children behave well.

Staff establish positive relationships with parents. Throughout the centre they make good use of information requested from parents to meet children's care needs. All parents complete forms giving helpful information about their children, such as dietary needs, likes and dislikes. Parents of children joining the day nursery complete

an 'All about me' booklet, giving details of children's likes and dislikes, routines, key words, sleeping positions and ways of getting to sleep. This information is then used to meet children's care needs. Information is shared with all parents through informal talks. Parents of children attending the day nursery are well informed about their child's daily activities and progress through use of a daily diary sheet. Parents also benefit from informative notice boards giving details about the provision and drawing their attention to policies available in the main entrance foyer. In each room, where children under three years are cared for, there is a clear display of photographs of children involved in various activities, showing how this links to the 'Birth to three matters' framework. This communication between parents and staff helps to promote children's welfare, care and learning.

### **Organisation**

The organisation is good.

Children are cared for in a well organised environment. Throughout the centre staff show enthusiasm and pride in their work with children and this has a positive effect on the quality of care provided. Staff roles are clear and they work effectively together to ensure that children are well cared for. All but one member of staff hold relevant qualifications in childcare. This has a positive effect on the quality of care and children's learning. Staff attend regular courses to improve their practice. In addition to this, on five days each year training is provided at the centre. Staffing levels are organised so that they are within the required ratios at all times and that children have a good level of attention and support. Clear appointment procedures ensure that staff are suitably experienced and qualified. Children are protected as all staff are vetted. Policies and procedures are comprehensive and work well in practice to ensure that children are well cared for. Space and resources are organised well to promote children's safety, care and learning.

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 have been no complaints made to Ofsted 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 complaints other than those made to Ofsted.

## **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 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 there is a consistent approach to the provision of healthy and nutritious meals for children
- make use of observations of children's learning to plan the next steps for their learning and development.

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](http://www.ofsted.gov.uk)