



# **Litherland Moss Primary School and Children's Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY321127
<b>Inspection date</b>	23 October 2006
<b>Inspector</b>	Ann Lee
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<b>Registered person</b>	Litherland MossPrimary School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Little Moss Nursery and Children's Centre was registered in 2006. It operates from several rooms in Litherland Moss Primary School and the Bridge Centre which is situated on the same site, in Litherland, Liverpool. A maximum of 141 children may attend the nursery at any one time. There is a crèche for a maximum of 10 children and an out of school and holiday playscheme for a maximum of 50 children. A further crèche is registered at the Bridge Centre for 15 children. Children have access to a fully enclosed outside play area. The provision is open each weekday from 08.00 to 18.00 all year round.

There are currently 27 children aged under five years on roll in the Bridge Centre and of these one receives funding for early education. There are no children with learning difficulties and/or disabilities and none speak English as an additional language.

The nursery employs a manager, four full-time members of staff and two part-time members of staff, who all hold early years qualifications. The setting receives support from the Sefton Early Years Development Worker.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a bright, warm and clean environment in which staff take good measures to keep them free from infection and cross-contamination. They use disposable aprons and gloves when changing nappies and when preparing and serving food, and there are staff cleaning rotas in place to ensure that the kitchen and appliances are cleaned regularly. The fridge and freezer temperatures are monitored daily and notices are displayed reminding staff to wash their hands and to use separate boards when preparing different foods. Children learn about good personal hygiene because staff encourage them to wash their hands appropriately and clean their teeth after lunch. These messages are reinforced through colourful posters, discussion and singing songs relating to cleaning hands and teeth.

All of the staff are trained in first aid, and documentation, such as parental permissions and accident and medication records, is in place to safeguard children in the event of accidental injury or illness. Parents are given information about infectious diseases and incubation times so that they know when their child should be kept away from the nursery to prevent the spread of infection.

Lunch and tea are prepared in the school kitchen by the cook and there is a healthy, varied menu which is displayed for parents. Staff find out about any special diets or allergies so that children's individual needs can be catered for. Breakfast and two snacks of fruit or toast are prepared by the nursery staff and drinks of milk or water are offered throughout the day. A basket of fruit is left out at the end of the day and parents are invited to take a piece of fruit for their child to eat at home.

There are daily opportunities for children to develop their physical skills. Indoors they dance to music, climb on the soft play equipment and enjoy action songs, such as 'Ring a Ring O'Roses' and 'Row, Row, Row the Boat'. There is also an outdoor play area where children can run about, ride wheeled toys, throw balls, climb on the climbing frame, crawl through a tunnel and balance on blocks. Children practise their small motor skills when they paint, draw, manipulate dough and puzzles and build with different types of construction.

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

The provision is satisfactory.

Children are safe and secure in the nursery because the staff follow their health and safety policies to ensure that potential hazards are identified in order to minimise the risk of accidental injury. Regular risk assessments are also carried out by the caretaker and all concerns are reported to him. All visitors must ring a bell for admittance into the building and children are closely supervised at all times. Staff help children to understand how to keep themselves safe

because they warn them of potential dangers, such as climbing on furniture and running indoors. A member of staff always sits with sleeping children and records the regular monitoring checks to ensure that children are safe.

The areas for play are attractively decorated and welcoming to children. Colourful posters and photographs are displayed and these help children to feel that they belong in the setting. There are two main playrooms in the Bridge Centre and these provide a large room for the babies which can be divided to make areas for sleep and for different play activities. Staff provide areas for continuous provision of role play, construction, books, and creative play in the toddler room. However, the shortage of available space in the toddler room restricts the number of toys and activities available to children.

There is a variety of toys, equipment and furniture, which is in good condition and is suitable for the ages of children cared for. Staff regularly check all of the toys and equipment to ensure that they are clean and safe for children.

Staff are trained in child protection and they have an understanding of their role and responsibilities in relation to safeguarding children from harm. Information is available to enable staff to follow the correct procedures and seek help and advice when necessary.

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

The provision is satisfactory.

Staff provide a range of suitable toys and activities which help children to make progress. The 'Birth to three matters' framework is being introduced to observe, plan and record activities in order to improve the outcomes for children. Parents provide information about children's individual needs so that staff can meet those needs and children feel comfortable and happy in the setting. Babies follow their own routines as far as possible so that they settle in quickly and feel safe and secure.

Children listen to stories, sing songs and rhymes, and are encouraged to talk and express themselves at snack time and while enjoying their play. This helps them to develop good communication skills and become confident when talking to other children and adults. Staff are kind, caring and approachable and they respond quickly to the children to meet their needs so that they feel comfortable and relaxed in the setting. Children who become upset are cuddled and comforted until they feel calm and ready to join the others.

Although children are sometimes encouraged to help clear away the toys, they are not given opportunities to set the table for lunch or pour the drinks so that they become more independent. Children play well together and staff intervene appropriately to extend their play. They are lively and energetic and take part in a range of activities throughout the day. They enjoy role play in the home corner, baking cakes, painting, and exploring sand, water and dough.

Nursery education.

The quality of teaching and learning of the nursery education is satisfactory. Children are making sound progress towards the early learning goals. They enjoy their play and are happy

and settled in the setting. They concentrate well when listening to stories and help to tidy away the toys, but staff do not always help children to become more independent by encouraging them to dress themselves or pour their own drinks. Staff have a satisfactory knowledge of the early learning goals and stepping stones and they use plans to provide interesting and varied activities. Staff sit with children to play games and help with activities and they intervene appropriately to extend their play and promote their learning.

Children show curiosity and enthusiasm when they make Halloween figures out of play dough and dance to music. Children are good communicators and they enjoy story time and singing songs from memory. There is a good range of books which children can freely access in the comfortable book corner. Equipment and areas are labelled and name cards are displayed so that children learn to recognise their own name and other simple words. Staff use posters, play and everyday activities, such as mealtimes, to teach children to count and recognise numbers and shapes. There is a mark making area, but the writing tools are not easily accessible so that children do not always practise their early writing skills.

Children learn about their local environment and the wider world through discussion and planned activities. They collect leaves for an autumn collage and learn about festivals from around the world. Children do not develop an understanding of technology because they have no access to computers or programmable toys. Children's imagination is fostered through creatively organised role play areas which are adapted to provide a home corner and a tool shop. They enjoy exploring different materials, such as wet and dry sand, gloop, jelly and water, and take part in regular baking and musical activities.

Children practise their physical skills every day both indoors and outside. There is a variety of climbing equipment and children develop their co-ordination as they run about and throw balls and hoops. They learn good manipulative skills as they cut out with scissors, build using different construction, and manipulate dough using shape cutters.

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

The provision is satisfactory.

All children are made welcome in the setting and take part in the activities. They learn to have a positive attitude towards others and appreciate differences through a range of resources, such as books, dolls and posters. Staff also use discussion and activities relating to festivals to introduce children to the wider world. Children become more independent as they make choices about what they do in the setting and learn to share and to take turns. The spiritual, moral, social and cultural development of children is fostered.

Staff are kind and approachable and they act as good role models so that children are well behaved and co-operative. Children learn to be polite and well mannered, and staff use praise and encouragement for good behaviour and achievement so that they feel their efforts are appreciated.

The partnership with parents is satisfactory. Thank you cards from parents indicate that they are pleased with the care provided for their children. Parents are invited for introductory visits, during which they provide information about their children so that staff can meet their individual

needs and provide consistency of care. Information is recorded and the necessary written parental permissions are obtained so that children can be cared for according to their parents' wishes. There is a noticeboard for parents and they are given information about menus and about their children's day in the setting. However, they are not provided with sufficient information relating to the Foundation Stage curriculum in order that they understand and can contribute to the programme of education which their children are receiving. The complaints procedure has not been updated in line with Ofsted's latest guidance.

## **Organisation**

The organisation is satisfactory.

Children are settled and well cared for by qualified staff who use their skills to provide suitable activities which help them to make progress. There are effective procedures in place for the recruitment and vetting of staff. Children are protected in the setting because they do not come into unsupervised contact with people who have not been vetted. Staffing ratios are maintained at all times and the key worker system ensures that children receive plenty of individual attention and support. Good contingency arrangements are in place to cover staff absences and there are additional staff to clean the premises and prepare the main meals. There is an induction procedure in place to ensure that all new staff and students care for children according to the policies and procedures of the setting. Staff training needs are identified through regular staff meetings and appraisals, and they are encouraged to access all relevant training to improve their knowledge and understanding of childcare issues.

The space and resources are suitably organised to meet the needs of the children and there are designated areas in which children can play and relax. Toys and equipment are stored within reach of the children so that they can make choices about what they do.

Records, policies and procedures are in place for the safe and efficient management of the provision and to promote the welfare, care and learning of children. They are stored confidentially and are regularly reviewed. Parents are kept informed about their children via daily record sheets and regular discussions with staff.

The leadership and management of the nursery education is satisfactory. The manager is keen to improve the outcomes for children and welcomes help and advice from the Early Years Development Worker. The commitment to improvement is reflected in the programme for staff training and the measures planned to raise the quality of the provision, such as the intention to employ a teacher. However, there is no written information for parents about the Foundation Stage, how children in receipt of education funding learn, and how their children are progressing.

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**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are satisfactory.

### **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):

- continue to improve the outcomes for children from birth to three by using an approach in line with the 'Birth to three matters' framework
- update the complaints procedure in line with current Ofsted guidance.

#### **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):

- ensure that mark making materials are easily accessible to children so that they are encouraged to practise their early writing skills and provide the necessary equipment to enable them to gain an understanding of technology
- ensure that effective procedures are in place to keep parents well informed about the Foundation Stage, the early learning goals and their children's progress.

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