



Birkenhead & Tranmere Childrens Centre

Inspection report for early years provision

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| Unique Reference Number | EY335772 |
| Inspection date | 05 February 2007 |
| Inspector | Ron Goldsmith |
| Setting Address | St. Werburghs RC Primary School, Park Grove, BIRKENHEAD, Merseyside, CH41 2TD |
| Telephone number | To be advised |
| E-mail | |
| Registered person | Wirral Children and Young People's Department |
| Type of inspection | Childcare |
| Type of care | Full day 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

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?

Honey Bees Day Nursery was registered in 2006 and is provided by the Wirral Children and Young People's Department. It operates from a purpose built unit attached to Tranmere Children's Centre in St Werburghs Primary School in Birkenhead on Merseyside.

The facilities include three play rooms and associated facilities. There are two secure outdoor play areas. All areas include accessible facilities. A maximum of 50 children under eight years may attend with no more than a maximum of 12 children aged under two years. The nursery is open from 08.00 until 18.00 each weekday with the exception of bank holidays and the period between Christmas and New Year. Children attend from the surrounding area. There are 10 staff employed, eight of whom hold appropriate early years qualifications and two of whom are working towards qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing independence in their self-help skills as they are appropriately supported and encouraged to take care of their own personal needs. They learn to follow basic health and hygiene routines as they wash their hands before eating or after messy play. They put on their coats with help and some children confidently collect their coats and dress themselves. Children's health is protected as procedures are in place to ensure that hygienic practice's are followed. For example, when changing nappies staff wear aprons and gloves, and all staff and visitors remove outdoor shoes when in the children's play area. All staff preparing food have a food hygiene certificate. Parents are also asked to sign their prior permission for emergency medical treatment.

Children are learning about healthy eating in snack and meal times as they make choices from a selection of fruits to put into their bowls. They enjoy macaroni cheese and a rice pudding for lunch. Water is available for children to drink at any time they feel thirsty. Snack and meal times are relaxed, social occasions where children sit together and enjoy each other's company. Some children learn to pour their own drinks. Children's special dietary and individual needs are recorded and met.

Children's health and physical development is well promoted through regular opportunities to play outdoors and enjoy fresh air and exercise. The outdoor play area is accessible and provides opportunities for vigorous and energetic play. Children gain confidence and learn to coordinate their movements and have fun. They learn to move with control and use their bodies in different ways as they walk, run or jump with enthusiasm. They pedal their bikes and play catching and throwing games, with good support from staff. Opportunities to develop balancing or climbing skills are limited.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in the setting, where they are developing a strong sense of belonging and ownership. Parents, grandparents and carers are warmly welcomed by familiar staff. Some displays of children's art work create a welcoming learning environment, where children move about freely and confidently. Areas are very well organised to provide different opportunities, such as role play, construction or quiet reading. Informative notices remind parents and staff about the learning opportunities in each area and the aims of the 'Birth to three matters' framework. A wide range of good quality toys are available to meet the needs of children across the age ranges and equipment is checked on a regular basis to ensure that it is safe and clean. Children eagerly choose their own games and activities from low-level units around the play areas, which promotes their independent learning and helps them to make their own decisions. However, there are few pictures or written labels to help children to find different resources.

A high staff ratio ensures that children are well supervised and protected from harm. Staff are vigilant and carry out daily risk assessments on the indoor and outdoor environment. For example, staff check the playground to ensure there are no potential hazards. Children learn to consider the possible consequences of their actions when gently reminded not to run or drag chairs across the floor, as they may have accidents. There is a full induction programme for all new staff to ensure they understand their role in the setting and their responsibility to keep children safe at all times. Staff have a full understanding of their responsibility to safeguard children's well-being and children are protected through comprehensive procedures and documentation.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children make good progress in all areas of their development in a supportive and stimulating learning environment. The 'Birth to three matters' framework is being established and provides a firm foundation for the observation and assessment of children, however, it is not sufficiently developed with older children to ensure that planning for the next stages in children's learning is fully implemented. Home routines are followed as closely as possible.

Children are eager to attend and enjoy themselves. They are helped to achieve as they happily explore and experiment with a wide range of interesting sensory and tactile materials. Babies and toddlers have fun exploring shapes and textures. Children learn to experiment on a trial and error basis with different toys and resources. Treasure baskets are full of exciting objects with different textures. Children enjoy warm caring relations with the staff, who give them cuddles and reassurance if they become distressed. Young children take out books and look at pictures and staff offer good support to encourage their interest.

Children are confident and inquisitive. They independently visit the sensory room and ask staff to put on the lights. When a member of staff joins them in this room there is lots of laughter and singing and children enjoy the experience enormously. They collect musical shakers and enjoy shaking them in partnership with each other. They are beginning to develop an understanding of numbers as they count aloud in large groups and they can confidently match colours and shapes correctly using games and jigsaws. They select toys which will play nursery rhymes and confidently draw and colour using crayons and pencils. They are proud of their achievements and show them to staff and other adults.

Helping children make a positive contribution

The provision is good.

Children are confident, involved and enjoy their time at nursery. They are warmly welcomed by staff on arrival. They develop a sense of belonging by having several photographs of themselves displayed throughout the nursery and some of their art work. Children are learning to have a healthy respect for others through sharing and taking turns. The setting is proactive in ensuring that appropriate action is taken to promote the welfare and development of children with learning difficulties and disabilities when they are admitted. Children learn about their

culture and the culture of others through staffing and through access to toys and resources which reflect positive images of race, culture, gender and disability.

The positive environment fosters the children's good behaviour. Staff are calm and consistent in their approach. They constantly use praise and encouragement to reinforce good behaviour, and children demonstrate politeness by saying 'please' and 'thank you' at appropriate times.

Parents are welcomed into the nursery at any time and information is shared through daily discussion. Written daily diaries keep parents updated on their children's routines and achievements and newsletters give information about future activities and outings. Written information is also displayed on the notice board. Parents speak positively about the nursery provision and the care provided. There is a key worker system to encourage continuity of care and to enable parents to meet with staff to discuss and view their children's progress.

Organisation

The organisation is good.

Children are settled and well cared for by qualified staff, who use their skills to provide a good range of stimulating and interesting activities. A number of supply staff are currently employed and appropriate and rigorous procedures are in place for the recruitment and vetting of staff. There are good contingency arrangements in place to ensure staffing ratios are maintained. Regular staff meetings and appraisal sessions identify any training needs, this creates an effective programme for improvement and identifies future training needs. Staff are well-qualified and they continue to attend relevant training to increase their knowledge and enhance their skills. Most staff have specific roles of responsibility with the appropriate skills and training to support other staff members.

The provider demonstrates a strong commitment towards the improvement of the quality of care that they provide. Informal evaluation systems are in place to regularly review and identify the setting's strengths and weaknesses. This enables management to prioritise a number of areas for improvement and development. Documentation and policies relating to the continuity and care of children are in place. However, there is no written policy for children with learning difficulties or disabilities. Confidentiality is maintained and every document is reviewed annually or when required. Daily registration documents record general times of arrival and departures for children and staff.

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

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):

- extend outdoor opportunities to help children's physical development
- continue to develop 'Birth to three matters' curriculum and to plan the next steps for children's learning
- ensure there is a written statement about children with learning difficulties and disabilities which is consistent with current legislation and guidance.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk