

# Wirral Christian Centre Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	306523
<b>Inspection date</b>	10 March 2008
<b>Inspector</b>	Ron Goldsmith
<b>Setting Address</b>	Woodchurch Road, Birkenhead, Wirral, CH41 2UE
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<b>Registered person</b>	Wirral Christian Centre Trust Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

The Wirral Christian Centre Trust Limited is the organisation providing full day care at Wirral Christian Centre Day Nursery. The nursery is registered to provide care for up to 64 children and uses parts of the Wirral Christian Centre building. It has been registered since 1983 and serves the district of Birkenhead on the Wirral. Children are organised in groups according to their ages. All children share access to a secure enclosed outdoor play area.

There are currently 74 children on roll. Of these, 21 children receive funding for early education. The nursery supports children with learning difficulties. The nursery operates Monday to Friday all year round except public holidays and the Christmas period between 07.45 and 17.45. There are 15 childcare staff employed including the nursery manager and a teacher. All of the staff have early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children stay generally healthy because they are cared for in premises that are warm and clean. They make regular visits to use the toilet where picture drawings remind them about washing hands. Older children are encouraged to be more independent and they understand that they need to wash their hands after using the toilet and before mealtimes to ensure that their hands are clean and do not have germs on them. When young children or babies have nappy changes staff make it a part of the children's day, talking and singing to children.

Good arrangements are in place if children have an accident. All the staff have a current first aid qualification, there is a well-stocked first aid kit and permission for seeking emergency medical treatment is obtained from parents. Accidents are recorded and entries signed by parents when they collect their children. If children become unwell in the setting they are made comfortable while their parents are contacted to come and collect them. Medication records are kept and parents provide written consent for nursery staff to administer medication.

Staff have a good understanding of food and nutrition and children learn about healthy eating at snack and mealtimes and through a range of simple food tasting. Snacks provided, mid-session, for the children offer a variety of foods including toast, yoghurt or a sandwich but children are not offered plates to eat snacks from. Children are offered a choice of water, milk or juice throughout the day but water is not freely available for children to rehydrate and this does not support children's health. At lunchtime, they enjoy lasagne and fresh salad which they eat enthusiastically. Mealtimes are sociable occasions when staff sit down with the children and discuss the morning's activities or any news from home.

Children have daily opportunities for physical exercise. They are able to use the playground where they are able to run freely, use ride on toys and play organised games. There is also some equipment to encourage climbing and balancing skills. Inside they enjoy musical movement, dancing and action songs which staff join in with. They have good opportunities to improve their fine motor skills, for example, using scissors and a variety of pens and pencils, completing jigsaws, using a variety of tools when playing with malleable materials, such as play dough and pouring and tipping with different containers as they play with the sand. As a result, children are making good physical progress.

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

The provision is satisfactory.

Children are generally safe as a result of the staff's awareness of health and safety and regular risk assessments are carried out to ensure that the environment remains safe for children to use. However, a bolt on a gate to the playground area is unsafe and the door catch into the baby changing area is broken. The premises are welcoming and child-friendly with children's work displayed on the wall along with colourful posters. There is a good range of toys and equipment that is stored in low-level, easily accessible storage so that children can play independently with appropriate resources.

Staff ensure that children are generally well supervised and procedures are put in place to ensure their safety during daily routines. However, the register of attendance did not accurately reflect the number of children present because children who had left the building had not been

marked out. Children are learning simple rules for their safety, such as sitting safely at the activity or meal table and not to push or run between activities indoors. They are learning why this is important to prevent accidents. Children learn to take responsibility for keeping themselves safe through routines, such as practising fire drills and staff explain safe practices clearly.

Children are well protected from possible abuse or neglect. There is an up-to-date written policy that is understood by staff and shared with parents. Staff have attended recent safeguarding children training so that they are aware of the types of abuse, the signs to look for and appropriate action to take if they feel concerned about the welfare of a child in the setting.

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

The provision is good.

Children's individual needs and what they can do are thoroughly established with their parents before they enter the nursery. This means that staff know the children well and develop positive, supportive relationships with them and their parents. Staff are attentive to settling new or distressed children into the daily routines. This means that all children become secure, happy and confident which enables them to benefit from their time at the nursery. For example, babies and toddlers are given hugs and cuddles to make them feel safe.

Staff are knowledgeable practitioners who observe and record what children can do, then use early years guidance, such as the 'Birth to three matters' framework and the Foundation Stage, to provide an appropriate range of stimulating and challenging activities for children. The substantial range of suitable toys, activities and resources is used creatively and effectively to provide positive opportunities for children to develop and learn. For example, babies receive good levels of support as they explore and learn new skills, such as rolling, crawling, stretching and reaching for toys carefully placed to encourage their mobility. Smiles and chuckles signal their pleasure when playing with a variety of textures, resources and activities, for example, as they begin to pull themselves up into a standing position or when they respond to different noises in the room. Toddlers are full of enthusiasm and energy as they dance and sing with staff.

Nursery education:

The quality of teaching and learning is good. The children are motivated and enthusiastic in what they do. Staff are well informed and knowledgeable in their implementation of the Foundation Stage curriculum. They plan a varied and balanced range of activities and this is well supported with a good range of equipment and resources. The staff are suitably deployed to meet the various needs of the children attending. Children have good opportunities to enjoy free play as well as smaller group focused activities. The systems for the planning and evaluation of the education curriculum are clear and detailed. Staff record children's achievements and transfer these to children's files. All areas of the curriculum are covered effectively and children are well supported and have challenges to extend their skills. The staff use their observations and assessment of their key children knowledgeably to plan for their next stage of learning which ensures the children continue to make good progress.

Children are confident and demonstrate a sense of belonging because they enter the nursery happily and settle into the activities and daily routines with interest. Children select and carry out activities independently and work with others to develop and extend their play and

involvement. For example, they worked together to construct models from building bricks and engaged positively in role play activities, such as dressing up. They have confidence to talk to visitors and eagerly chat about their work which promotes their confidence and self-esteem.

Children engage readily in conversation with each other and the staff. They express themselves confidently and actively engage with the stories and through their role play. Children use small tools and materials, such as paint brushes, scissors, and glue and spatulas with confidence and skill. They move around the room safely and have careful regard for each other's space, for example, when moving between activities or tidying the toys away. Numbers and letters are displayed around the nursery to help children understand that information can be relayed in print. Staff make good use of daily routines to promote children's early learning, such as counting the number of red or blue cups available at snack or when showing concern for others when lining up for movement between areas of the nursery. Children are proud to display skills and knowledge, showing adults how they can spell their names or identifying colours and numbers successfully. Children enjoy working with a variety of mediums, such as paint, water, sand and craft materials. This means that young children have positive opportunities to be competent and confident learners. Children are confident in their counting and some recognise the correct numeral, such as in sequencing games or they are able to recognise groups of numbers, such as when they count teddy bears. They are confident in understanding language in relation to shape, size, weight and volume and this is managed effectively through the activities and resources provided. Children use mathematical concepts, such as recognising whether something is 'more' or 'less than'.

Children have good opportunities to explore and investigate their surroundings. They plant seeds and water them, observing the growing process over time. Children discuss the changes of the seasons and weather. When it is raining staff talk with them about it. Children make, design and use their own ideas in their construction and creative activities which are supported with a good selection of tools. For example, gluing different coloured shapes into a box to create the desired effect or making Easter baskets. Children go on visits to local places of interest. Access to the computer is available throughout the day and children are competent in the use of the mouse and following relevant programs. They engage in imaginative role play, dressing as a princess or a black and white dog, creating a dialogue with each other about scenarios they are developing themselves. Children are competent in their ability to describe events and what they are doing as they relate family stories to the group.

Staff have a good understanding of the Foundation Stage and how children learn. Planning is thorough and staff make effective use of focused observations of children to ensure that they progress well in all areas of learning. Assessments are meaningful and clearly show what children have learnt and need to learn next. Staff know the children well and use a good range of questions to extend children's learning through the range of free and adult-led activities.

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

The provision is satisfactory.

Children's individual developmental needs are recognised and well met. Staff get to know the children well so they are able to concentrate on their individual learning and development. Children have opportunities to develop a positive attitude to others and gain an understanding about the wider world and community as they use some resources depicting positive images of gender, culture and race or take part in some activities which recognise different cultures.

Children's behaviour is mostly good but there are times when they lack concentration if activities are not sufficiently challenging. Positive behaviour is promoted as children are encouraged to learn to share, take turns and respect each other and the toys and equipment that they use. Children's social, moral, spiritual and cultural development is fostered. The staff have high expectations of the children and, as a result, the children have good manners at mealtimes and are kind and caring towards each other. Clear strategies are in place to deal with inappropriate behaviour, for example, calm requests not to do something followed by careful explanations as to why the behaviour is inappropriate and the consequences of their actions. For example, children are reminded not to tilt chairs or run indoors in case they hurt themselves or others.

Partnership with parents and carers is good. Time is taken at both the beginning and end of the day to share information about how children have been. Parents are made to feel welcome in the setting and are encouraged to be involved in their children's learning and welfare. For example, staff complete observations on children and ask parents for their comments so that they are involved in agreeing future planning for their next steps. Parents receive written diary sheets for babies and young children and there are numerous opportunities for parents to talk to staff. Newsletters are written frequently and home to nursery projects are developed, such as when a toy bear from the setting accompanies children for the weekend, returning with stories and photographs of where the children have taken him with their family. The staff team is well established and many of the children have had older siblings attend the setting and strong links have formed between the staff and children's families.

## **Organisation**

The organisation is good.

A comprehensive range of policies and procedures to support the safe and efficient management of the setting is provided for parents and displayed on the premises for easy reference. All legally required records and agreements that contribute to the children's health, safety and well-being are in place and regularly reviewed to ensure that their needs are consistently met. Robust systems are in place for the recruitment, training and development of staff which ensures that all adults working with the children or having access to them are qualified and suitable to do so. For example, regular, effective appraisals are used to identify training and development needs and staff are actively encouraged to attend and share what they have learned. Sound induction procedures ensure that policies and procedures are shared by all staff and students on placement at the nursery so they can all contribute to the welfare, care and learning of children.

The environment is arranged effectively to offer stimulating play and learning opportunities for all children which means they gain confidence to take part in activities and their enjoyment and self-esteem are fostered effectively. Care is taken to establish and maintain the details of each child's care and learning needs. Consequently, staff know the children well and build good relationships and communications with them and their parents to support their care and development.

The quality of leadership and management for early education is good. There is an effective partnership with parents and a clear vision to promote positive development and learning for all children attending the nursery. Management demonstrate committed and positive role models for staff and have established an enthusiastic team of workers willing to embrace any changes necessary to secure continued good practice, for example, the Early Years Foundation Stage. Staff and resources are organised effectively to plan and provide positive opportunities for children enabling them to make good progress. The systems to monitor and evaluate the

delivery of care and early education are well-established and secured. The management team positively promotes an inclusive environment where every child is recognised and valued as an individual, successfully nurturing their confidence and self-esteem. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection there were three recommendations which the provider agreed to implement. The recording system for showing previous injuries has been amended so that it is a confidential record for parents to sign. The setting provide a ventilation system for the nappy changing area in the baby room which is effective. Lastly, the setting have improved the monitoring and review of policies and practice so that all policies are available and in line with current legislative requirements and practice is linked to training and development, with staff having opportunities for extensive and high quality training.

At the last education inspection the provider agreed to consider the monitoring and recording of incidental learning so that this would influence and inform future planning. The provider ensures that observations are recorded for all learning situations and is able to use this to successfully plan and prepare for children's next steps in learning.

### **Complaints since the last inspection**

Since the last inspection 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 good.

### **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):

- provide fresh drinking water for children at all times and ensure the arrangements for children eating snack are appropriate
- ensure the setting's risk assessment is effective in eliminating all hazards for children
- ensure children's safety at all times by maintaining an accurate register of attendance

## **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):

- continue to develop suitable strategies to encourage children's concentration skills (also applies to care)

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