

Much Woolton Old School Nursery

Inspection report for early years provision

Unique reference number EY296283
Inspection date 22/09/2008
Inspector Margaret Patricia Mellor / Janice Linsdell

Setting address School Lane, Woolton, Liverpool, L25 7TX

Telephone number 0151 428 1101
Email muchooldschool@yahoo.co.uk
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Much Woolton Old School Nursery was registered in 2004. It is privately run and occupies a former elementary school situated in the Woolton area of Liverpool. Children use two playrooms and a quiet room for their care, learning and development. There is a secure, fully enclosed garden for children's outdoor play. It serves families living in both the local and wider communities.

The nursery is registered on the Early Years Register to provide care for a maximum of 20 children aged from two to under five years at any one time. It opens on Monday to Friday from 08.00 to 17.30 for 50 weeks of the year. There are 31 children on roll aged from two to four years. The nursery supports children with learning difficulties or disabilities, and children who have English as a second language.

The nursery employs five staff to work with the children. There are three staff qualified to level 3 in early years and one staff qualified to level 2. Additional staff are employed for cooking and gardening. Staff receive support from Sure Start Services of Liverpool Children's Services and an early years teacher advisor.

Overall effectiveness of the early years provision

Overall, the nursery is promoting all aspects of the Early Years Foundation Stage (EYFS). Children's welfare is promoted, and there is generally good attention given to their safety but vetting procedures for new staff are not sufficiently robust. Partnerships with parents and others is particularly good in providing an inclusive environment for all the children. Staff are kind and considerate to the children, and provide a suitable range of activities to support their learning and development. They demonstrate sufficient understanding of the EYFS framework, and are aware that systems to fully support children's learning are not fully developed. Staff show some commitment to maintaining continuous improvement, and have addressed the recommendations of the previous report. They are beginning to use self evaluation, and to identify strengths and set actions to improve but are not involving parents in this process.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make sure that systems that are in place to ensure that practitioners are suitable to work with children are carried out appropriately
- improve opportunities for children to practise simple calculation in everyday activities
- continue to develop the planning and assessment arrangements to include the children's starting points
- continue to improve parental involvement in their children's learning and development, and opportunities for them to express their views.

The leadership and management of the early years provision

The nursery is suitably organised to promote children's welfare, learning and development. Most of the staff are qualified and experienced in child care and education. They regularly attend training events to develop their skills, for instance, 'EYFS' and 'Top tots'. Adequate systems are in place to confirm the suitability of adults who work with the children but clearance for new staff is not always carried out in a timely manner, however this setting ensures that no unvetted staff are left unsupervised with children. Induction and appraisal systems are effective in ensuring the staff are clear about their roles and responsibilities. Staff are deployed appropriately, and the key-person system works well in practice, helping to meet all the children's needs. All required documentation is sufficiently maintained and risk assessments help to safeguard children, which contributes to the effective management of the nursery.

The manager and staff work well together as a team, reflected in children's happiness. They organise the toys so that they are accessible to children, which has a positive impact on their confidence and motivation. Staff work closely with parents and others to promote the welfare of children with learning difficulties or disabilities, and provide appropriate support for children with English as a second language. This helps to foster an inclusive environment for all the children. Staff show some commitment to improving the outcomes for children. For example, they have implemented all recommendations from the previous inspection, and greatly improved the garden. Staff are beginning to consider how they evaluate the quality of care and learning provided, although they are not considering parents views for improving the outcomes for children.

The quality and standards of the early years provision

Children are making steady progress in their learning and development, and their confidence and independence is developing well. They happily engage in their play, and staff are very attentive, for example, sitting and sharing and reading books with them. The key-person liaises with parents to complete 'All about me' forms, helping to identify children's individual needs. For instance, staff work particularly well with other professionals to provide an inclusive environment for all the children. Ongoing sharing of information is effective as staff organise annually evenings and regular progress reports. However, there is no specific information about what children know and can do, or opportunities for parents to support children's learning at home.

Children are very familiar with their environment, and their displayed art work fosters a welcoming environment for all. Staff are very good at making them feel good about themselves. For example, staff say 'let me see your beautiful face'. They act as good role models and as a result children politely interact with one another and adults. Staff have planned the environment with children in mind. As a result children confidently self-select play materials that appeal to them from the tables and toy boxes at child height, and sometimes encourage others to join in. They particularly relish the freedom of the well resourced garden where they play

imaginatively, climb, balance, dig, construct and investigate with magnifying glasses.

Children play safely and move with confidence and pleasure in nursery. For example, security and risk assessments have been improved as a recommendation of the previous report. Staff gently remind them to be careful during play, and involve them in practising fire evacuation, which helps children to learn about keeping themselves safe. The garden provides a variety of safe challenges for children, and the indoor environment is suitably maintained because staff consistently follow hygiene procedures, helping to minimise the risk of cross infection. Meals and snacks are healthy and nutritious, and children have opportunities to grow and taste their own fruit and vegetables, such as strawberries and beetroot. Children are developing skills in self-care as they independently help themselves to water and remember to wash hands. Staff have a sound knowledge of safeguarding children, and their role and responsibilities for reporting concerns.

The staff team have a sufficient understanding of the EYFS. They plan a flexible timetable, which incorporates a balance of child initiated and adult led activities. For example, the activity plan shows daily opportunities for children to play outdoors and join in group activities. Children are making steady progress in their language, creativity and physical development. Their knowledge and understanding of the world is developing well. For example, they show a keen interest in the capital of culture, and learn about technology as they play on the computer. The environment, however, is not rich in numerals, and there are few opportunities for children to attempt simple calculation. Observations are carried out by the key-person to establish children's achievements, and each child has a development file. However, planning does not reflect the children's individual learning needs, therefore their ability to achieve as much as they can is not fully explored.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.