

# Portico at Moss Bank

Inspection report for early years provision

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**Unique reference number** EY384275  
**Inspection date** 10/03/2009  
**Inspector** Wendy Brooks

**Setting address** Moss Bank (Sure Start) Children's Centre, Kentmere  
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**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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Portico at Moss Bank was registered in 2008. The setting is one of four nurseries owned and managed by a limited company. The nursery operates from three rooms located within Moss Bank Children's Centre in St. Helens. Children have access to a secure outdoor area. The setting is registered to provide care for a maximum of 66 children from birth to eight years. Of these, 50 are within the Early Years Foundation Stage. The provision operates from 08.00 to 18.00 each weekday 50 weeks of the year. Children attend from the local area. There are close links with the local primary school and the children's centre. The setting provides care for funded three and four- year-olds. The nursery is able to provide support for children with learning difficulties or disabilities and children for whom English is an additional language. A total of three staff work with the children, all of whom hold relevant qualifications in Early Years. The manager has a qualification in Early Years Professional Status.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare and development are promoted successfully by the nursery as staff have a clear understanding of each child's interests and levels of development. Effective partnerships with parents, carers and other agencies enable the setting to meet individual needs. The manager identifies any priorities for future development within the provision and takes steps to make these improvements, which has a positive impact on the care provided for children.

## What steps need to be taken to improve provision further?

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

- use the information from the observations and assessments of children's development to consistently identify next steps which are linked to the early learning goals and ensure these are clearly reflected in the planning of future activities across the six areas of learning
- carry out regular fire drills and record details in a fire log book of any problems encountered and how they were resolved
- further develop children's mathematical understanding through everyday experiences; provide an extensive range of activities and resources and use mathematical terms during play and daily routines

## The leadership and management of the early years provision

Children's welfare is promoted and individual needs are met due to the effective maintenance of records, policies and procedures. Staff have an understanding of the procedures to follow should there be any concerns regarding a child's welfare and appropriate documentation is in place. Parents provide details of children's

individual preferences and routines which are respected whenever possible by staff at the nursery.

Parents are provided with a welcome pack which gives details of the routines and policies of the nursery when their children first attend and a notice board provides information about the Early Years Foundation Stage and the activities children are involved in. Regular opportunities for discussions with staff ensure that parents are knowledgeable about the development their children make during their time at nursery. Each month they are invited to look through their child's observation file which includes photographs of the children and records of the achievements they have made. This enables parents to understand more about the Early Years Foundation Stage framework and how it is put into practice. Effective relationships with other agencies have been established to ensure that children's individual needs are met. Children with learning difficulties or disabilities are fully included in the setting and staff work with outside agencies to ensure that appropriate support is provided to encourage children to make progress in their learning and development.

The manager is aware of the benefits of evaluating the provision, although to date this has not been done in any detail and staff are not currently involved in the process. The setting has only been fully operational for a relatively short amount of time, however, areas for improvement have been identified and an action plan is in place in order to improve the overall provision and the impact on the children who attend.

## **The quality and standards of the early years provision**

Staff carry out regular observations and assessments of the children in their care and are beginning to identify next steps in individual children's learning. These next steps, however, are not consistently used to inform future planning and plans do not always link to the early learning goals to ensure that each child is able to develop to their full potential. Staff have a clear understanding of appropriate activities for each child which is demonstrated through observation and discussion. They are aware of the progress children are making although this is not always reflected in the children's files.

Babies and toddlers are cared for in areas which are set out to allow them to move freely and develop their independence. Equipment is available to encourage children's crawling, climbing and walking skills. Staff sit with young babies to offer support and comfort and they are provided with resources which help them to understand about the world around them. Babies explore the textures and sounds of a variety of resources, such as wooden spoons, soft balls, shower puffs and shiny paper. Toddlers delight in passing coloured balls from one staff member to another and staff encourage children to develop their language skills by using the colour names of the balls and action words, such as "roll" and "catch" which children attempt to repeat.

Older children are provided with a wide range of attractive, age appropriate resources which encourage them to develop independence as they select what

they want to play with. All children spend time in the comfortable book area and staff sit with them to share a story together. Children have many opportunities to explore their imaginative and creative skills through free access to water play, dressing up, modelling with play dough and painting. The well resourced and inviting outdoor area provides children with opportunities to climb, run, ride on wheeled toys and explore their natural surroundings. Presently this is not used to it's full potential, although the manager intends to extend the use of this area. Children develop an understanding of basic counting skills as they count ducks and frogs with staff in the water tray. However, activities to develop children's skills in problem solving and reasoning are not extensive and the environment does not presently encourage children to develop their numerical skills.

Children develop an understanding of keeping themselves healthy through daily routines such as washing hands after outdoor play, before eating and after using the toilet. Children are respected as individuals and their preferences are catered for by staff. Babies are held by staff during bottle feeding and then gently laid into the cot once they have fallen asleep. Other children are comforted by staff as they drift off to sleep in a quiet, relaxed atmosphere. Detailed risk assessments of the setting and weekly tests of fire alarms help to keep children safe in the nursery. However, since children started to attend there have been no fire drills carried out which limits children's understanding of keeping themselves safe in an emergency.

Children have some understanding of diversity through a range of resources which depict positive images of race, gender and culture. Activities are planned to celebrate a variety of cultural and religious festivals to develop children's understanding of the wider world. Children's economic well-being is promoted through everyday activities which help to develop their knowledge of the world around them, learn about their community and immediate environment and by developing their language and communication skills. Older children enjoy taking part in circle time, where they share any news and learn about taking turns and listening to others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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**

Since the last inspection there have been no complaints made to Ofsted.

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.