

St Paschal Baylon Nursery and After School Care.

Inspection report for early years provision

Unique reference number	EY314925
Inspection date	28/01/2009
Inspector	Graham Martin
Setting address	St. Paschal Baylon Primary School, Chelwood Avenue, Liverpool, Merseyside, L16 2LN
Telephone number	0781 3904 396
Email	
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

St. Paschal Baylon Nursery and After School Care is run by an independent provider using St. Paschal Baylon Roman Catholic primary school premises in the Childwall district of Liverpool. It was registered in 2005 and brings together the former pre-school which ran in Paschal Baylon church hall and the out of school club which was already operating in the school. It is on the Early Years and Childcare Registers. The nursery uses a self-contained demountable unit with integral toilets and staff room and a secure outdoor play area. The out of school club uses the school dining hall, gymnasium and the school outdoor facilities. Some of the younger children staying after school are occasionally accommodated in the nursery.

The nursery, which caters for children aged from two years and six months to five years, operates from 08.15 to 17.00. Nursery education sessions are provided both in the morning and afternoon. No more than 24 children may use the nursery facilities at any one time. There are currently 54 children on roll in the nursery, of which there are 28 funded three-year-olds and 12 funded four-year-olds. There are two children attending who have special needs and none who have English as an additional language.

The out of school care operates from 15.00 to 18.00 and caters for a maximum of 64 children aged five to eight years. Children aged from eight to 11 years are also cared for and included in these numbers. There are currently 128 children on roll. Both facilities operate from Monday to Friday, term time only.

In addition to the provider and manager there are 13 regular staff working in the pre-school and out of school care services with an additional five relief workers. Seven staff members have appropriate early years qualifications. The nursery receives support from an advisory teacher from the local authority.

Overall effectiveness of the early years provision

Children thoroughly enjoy learning and they achieve well. They have an outstanding understanding of how to keep safe and live healthily. Opportunities for children to contribute to and learn from the community are exceptional. Excellent relationships between children and staff and outstanding partnerships with parents and carers ensure that children's needs are met and learning is shared and celebrated. The children enjoy a well-balanced programme of free play and planned activities both indoors and outside but occasionally group sessions go on a bit too long for some children. The setting makes good provision for children who have learning difficulties or disabilities. The manager has improved provision well since the last inspection. However, her good evaluations are hard to use to improve the setting further as they are not collected together in one central file. Although the setting safeguards children well, fire drills are not carried out often enough.

What steps need to be taken to improve provision further?

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

- ensure that the informative observations from self-evaluation are collected together as one document so they can be used easily to support further improvement
- ensure that whole-group activity time is consistently well matched to the children's concentration levels.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the fire drill schedule provides for practices to be carried out as soon as practicably possible in each school term W3 suitable premises (also applies to both parts of the Childcare Register)

31/07/2009

The leadership and management of the early years provision

Exceptionally good aspects of leadership include the quality of teamwork and the development of staff skills and expertise. In particular, staff have received good training in successfully using assessment to raise achievement in mathematical development. The outside area has been improved significantly and provides a good environment where children can develop skills across all of the areas for their learning. Children benefit greatly from the good ratio of staff working with them and also the expertise and experience of the team of well-qualified staff. The excellent relationships between children and staff are a credit to the expectations the manager sets and models. They add significant value to each child's learning. This is further supported by the very good use of staff skills to ensure that children achieve well, such as asking interesting questions that engage the children in conversation to promote their good speaking, listening and language development.

The manager has a good overview of how well the nursery works from astute observations and close checks on the work of staff. This information has not yet been collected together in one central file. This makes them hard to use effectively. The manager is right to judge the partnership with parents as outstanding. This excellent partnership has a very positive effect on children's learning and development and ensures that they thrive. The home and nursery diary is regularly completed so that parents and staff are kept fully informed about how children feel or how well they are progressing.

Children's individual learning journeys are readily available to parents at any time, which parents value greatly because it keeps them fully informed about their children's progress. General information about child care and the organisation of provision is displayed prominently in the nursery. Children with any identified

learning difficulties or any who are slow at getting started with learning thrive because staff work closely with their parents to help them understand their needs and ensure that a support plan is in place. The manager and staff have a good understanding of procedures for safeguarding children. Children are safeguarded well because all required policies are in place and work effectively in practice. Employment procedures are robust, risk assessments are thorough and daily safety checks are carried out and recorded in all areas of the nursery. However, fire drills are not carried out regularly enough. Staff keep detailed written records of any concerns about children in their care and work closely with the relevant care partners when necessary.

The quality and standards of the early years provision

Children enter the nursery cheerfully and very eager to learn. They understand well the 'what we like' and 'what we don't like' sets of guidelines that they have discussed and this helps them to behave well. Staff give well-deserved praise when children follow these guidelines and take time to discuss them again with children who are still learning how to behave towards others. Staff successfully help children to make the right choices with regard to their actions and very close links with parents mean there is consistency between home and nursery.

Children of all ages make good progress because they each have a 'key person' who makes careful checks on learning and development and keeps comprehensive records of progress. Staff plan interesting and well-resourced activities that take into account individual children's interests and current learning needs. For example, three-year-olds begin to develop their writing skills by first threading beads to practise gripping and then using this skill to hold their pencil correctly. As a result, letters are correctly formed at an early stage and children show pride in writing their name independently.

Staff discuss and question well, helping children to recognise colours, shapes and numbers and to talk about their activities. Sometimes group sessions last a bit too long and then children lose concentration and their learning slows. Children clearly use their initiative, often making up co-operative games to play outside, showing their good personal and social development. Visits to a nearby park extend the children's appreciation of the natural world. They talk excitedly about the squirrels they see, using actions to accurately describe scurrying tree-climbing movements. They explore the outdoor environment excitedly, have fun scrambling through shrubbery and learning from adults how to play safely in the park. They develop problem-solving skills as they use natural resources to build dens. Staff are flexible and adapt planning to make use of topical opportunities such as a foggy day. Children extend their vocabulary by talking about how hard it is to see other things through a 'smoky sky', for instance. As a result all children make good progress in their learning and some children make exceptional progress.

Children make an exceptionally good contribution to routines through their good co-operation when playing together and through, for example, their recycling collections. They learn well about the diversity of other countries and cultures, looking at different countries each week and having a noodle snack, for instance,

to celebrate Chinese New Year. Children gain a good awareness of the variety of cultures from, for example, their good knowledge of Spain from the activities linked with their learning of the Spanish language. Children have an excellent understanding of why it is important to lead a healthy lifestyle. They know they must wash their hands before snack and meal times and eat healthy meals and snacks with varied and interesting menus. They are confident and happy to have a go at trying something new, such as yoghurt dip, or a salad item they have grown proudly in the nursery's own allotment. When sweets are brought in for a birthday treat they understand why their parents decide how many they should have and when. Before visits to the local park, children discuss the possible dangers, promoting exceptionally good appreciation of living safely. Talks from the community police officer about keeping safe add further to this knowledge.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5.1) 31/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (CR5.1) 31/07/2009

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 registration.

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.