

First Class Nursery School (Wirral) Limited

Inspection report for early years provision

Unique reference number	EY376515
Inspection date	13/05/2009
Inspector	Jean Evelyn Thomas
Setting address	First Class Nursery School, 114 Storeton Road, Birkenhead, Merseyside, CH42 8NA
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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 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

First Class Day nursery was registered in 2000 and re-registered in 2008 under the name of First Class Nursery School (Wirral) Limited. It operates from a large converted house in the Prenton area of Wirral serving the local community and wider area. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

A maximum of 79 children aged from birth to under five years may attend at any one time. The nursery is registered on the Early Years Register. There are currently 150 children on roll. The nursery supports a number of children with learning difficulties or disabilities and for whom English is an additional language.

There are 24 members of staff who work with the children, of whom all have relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress towards the early learning goals as they develop independence and become active learners in the enabling environment within an inclusive setting. Continual improvement is given a high priority through self-evaluation systems. Partnership with parents and other providing the Early Years Foundation Stage (EYFS) are successfully established to support integrated care and learning.

What steps need to be taken to improve provision further?

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

- ensure there is consistency in planning for individual children next steps in learning and development
- review the arrangements for the accessibility of water for children's welfare.

The leadership and management of the early years provision

The leadership and management of the setting demonstrates a strong commitment to the continuous improvement of the nursery. This is evident in the alterations being carried out both indoors and outside to improve facilities for children's welfare, learning and development. Systems for self-evaluation are established and contribute well to the ongoing development of the setting. As recommended at the last inspection the organisation of the grouping of children and recording systems have been reviewed, staff have familiarised themselves with the current learning, development and care framework through specific in house or external training. Also there is an improved opportunity for outdoor play and an increase in the range of resources which reflect the diversity of society.

An inclusive ethos is strongly promoted to ensure that every child is valued as an individual and their family members are actively involved. Staff have positive relationships with parents, who comment that they are very happy with the setting. Children's well-being and continuity of learning is promoted through the two way sharing of information which includes parents contributing to their child's observation and assessment process. The newly formed parents committee gives parents a role in the organisation and decision making of the nursery. Partnerships with local authority teachers and appropriate support agencies are maintained. This ensures that the individual needs of children are met and supports their transition between settings.

Robust recruitment, employment and induction systems maintain staff suitability and safeguard children. Regular staff meetings and appraisal meetings support staff and clarify roles and responsibilities. Policies, procedures and records are maintained to comply with requirements. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and written risk assessments are in place.

The quality and standards of the early years provision

Children are well cared for by enthusiastic staff which significantly contributes to them making good progress in their learning and development. The children are valued and are encouraged to be active learners within the enabling nursery environment. They are adventurous and use their natural curiosity to explore, investigate and subsequently create their own ideas. For example, the recycling bin in the preschool room was introduced following a child's suggestion whilst pursuing activities linked to the recycling topic. The key worker system has a positive impact on children's sense of belonging. They grow in confidence as knowledgeable staff build on their interests. All staff are involved in the planning process and make effective use of the EYFS. Observations and assessments ensure that children are working towards the early learning goals. However there are inconsistencies in the systems for the planning of the next steps in individual learning. Information is gained from parents on their children's starting points which informs the initial planning.

In line with the principles of the EYFS children enjoy the outdoor environment on a daily basis. The outdoor facilities provides opportunities for playful learning. Children learn how to care for themselves as they dress appropriately for the weather and to wash their hands after outdoor play to protect themselves from germs. Babies benefit from their own outdoor area which is directly accessed from their room. The stimulus of the natural elements and carefully chosen resources supports their learning through using their senses. The continuous provision of a wide range of outdoor resources ensures children's continued learning and challenges outside. Children experiment with measures and quantities as they fill and empty different sized containers with peat. They develop their early writing skills as they paint on large sheeting attached to the fence and use chunky chalks on the walls. In the outdoor role play area there are more mark making materials to encourage children to become familiar with and practise writing for a purpose. Children pursue energetic play and develop their coordination using a range of

equipment, such as beams to balance on.

The care rooms are well-organised and include designated areas where children can rest and pursue quiet activities. The continuous provision of resources enables children to pursue activities of their choice, to practice skills and consolidate their learning. This effective child care results in children being motivated to learn and develop their levels of concentration which contributes to their future economic well being. From an early age children demonstrate their technology skills through the use of interactive toys and the computer. For example two year olds competently control the mouse as they independently work through a computer programme, listening carefully to the instructions given. Language and communication skills are strongly promoted through out all aspects of nursery life. Many children are confident communicators and clearly express their thoughts and ideas. For example, they have fun playing a letter sounding game and a child responds 'that the letter tickled my tongue'. Staff spend time singing, chatting, making facial expressions to stimulate babies and to provide them with the basis for their language development. Older children can participate in French language sessions which further enhances many aspects of their overall development as well as their communication skills.

Positive attitudes are promoted towards diversity to help children to value aspects of their own and other people's lives. This ensures that children and families feel included and valued. The children are regularly taken on walks or visit places of interest, in the nursery's mini bus, to learn about their community. The children's behaviour is good. Staff share warm relationships with children and present themselves as positive role models for children to mirror behaviour. The promotion of a healthy lifestyle is given a high priority. Babies and children's personal care needs and routines are recognised and followed, providing an environment consistent with home. Meals and snack are well balanced and nutritious, with individual dietary needs met and preferences acknowledged. The café style snack time allows children to determine when and what they want to eat. They develop skills of independence as they serve themselves to food and drink, however drinking water is not freely accessible at all times. Meal times are social occasion where staff and children sit together.

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?	2
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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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