

Marybone Day Nursery

Inspection report for early years provision

Unique reference number 322355
Inspection date 25/06/2009
Inspector Mike Hewlett

Setting address Holy Cross & St Mary's School Building, Great Crosshall Street, Liverpool, Merseyside, L3 2AP
Telephone number 0151 236 1319
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 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

Marybone Day Nursery is a community based nursery. It is a company limited by guarantee that is answerable to a committee of trustees. It is situated within St Mary's and Holy Cross School near to Liverpool city centre. The nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The children have access to a secure enclosed outdoor play area. A maximum of 37 children may attend the provision at any one time. The nursery is open each weekday from 07.30 to 17.30 throughout the year except for bank holidays and Christmas. The nursery also provides a breakfast club, lunch club and out of school club, including a holiday club, which has use of one of the four nursery rooms and the main hall. There are currently 41 children under eight years on roll. The setting currently supports children who speak English as an additional language and children with learning difficulties and/or disabilities. The setting employs 12 members of staff. Of these, 10 hold appropriate early years qualifications. There is a supernumerary manager.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare and development are effectively promoted by the nursery and staff have a clear understanding of the requirements of Early Years Foundation Stage. Satisfactory partnerships with parents, carers and other agencies enable the setting to meet individual needs and promote inclusion. The leadership has a sound understanding of what areas need to be improved in terms of organisation, provision and safeguarding. Satisfactory improvements have been made since the last inspection and the setting shows a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure all staff have access to current safeguarding training
- improve the quality of the outdoor provision and increase the amount of time that it is available for children to use
- improve the quality and impact of the nursery's self-evaluation
- ensure that good hygiene practices are consistently promoted such as making sure children wash their hands before eating.

The leadership and management of the early years provision

Effective relationships with other agencies have been established to ensure that children's individual needs are met. The nursery has strong links with the nearby primary school which ensures a smooth transition for those children who attend both settings. Strong links with the local community are in place. Staff liaise with other professionals to ensure that the needs of children with learning difficulties

and/or disabilities are met. There is a strong commitment to promoting inclusion. Parents are provided with a welcome pack when their children first attend which gives brief details of the routines of the nursery. Information about the Early Years Foundation Stage and the activities children are involved in is displayed on noticeboards for each area of the nursery and occasional letters keep parents informed of events that take place. Policies and procedures are not provided as a matter of course to parents, although they are available within the setting on request. Parents are positive about the setting and the way it works to develop a partnership with them.

Most documentation is maintained appropriately to ensure children's welfare is protected. Some written policies and procedures are not in line with current guidance and they are in the process of being updated. Detailed written risk assessments for the areas in which children are cared for have been introduced to further promote children's safety. These have highlighted risks relating to the outside area which make it difficult to provide continuous outdoor provision due to the debris left by other users of the site and the open nature of the play area.

Staff understand their responsibilities with regard to protecting children from harm but only the designated member of staff for safeguarding children has recently attended training in this area. This means that there are no contingency arrangements should the designated person be absent. Vetting checks on staff are carefully completed and recorded.

The management team is aware of the benefits of evaluating the provision and is beginning to complete a self-evaluation form. Staff have been involved in this and areas for improvement have been identified during the process but there is much more to do. Steps have been taken to make improvements to the setting, such as extending resources which promote diversity and introducing regular newsletters for parents. The setting is committed to continuously improving the provision and this has a positive impact on the children who attend.

The quality and standards of the early years provision

Children who attend the nursery are cared for in two main rooms, which are arranged to meet their age and developmental requirements. Older children who attend the breakfast, after school and holiday clubs are cared for in a separate room. All areas are spacious and comfortable for children. Activities and resources are arranged to allow independent access and freedom of movement for children of all ages.

Children have a suitable range of continuous provision resources to select from and enjoy developing their creative skills by digging in the sand tray, building with various construction equipment and painting, cutting and sticking. Well-equipped role play areas allow children opportunities to develop their imagination and understanding of the world around them as they re-enact everyday situations in the home corner or shops. Staff plan a selection of adult-guided activities to encourage children's development in specific areas, for example, encouraging children to use a variety of brushes when painting and developing children's

understanding of number and word by counting as they give out snack. Babies are assisted in developing their walking skills by providing them with push-along toys and encouraging them to pull themselves up on to their feet. Children who attend the pre-school group are able to relax, take part in building activities and chat with friends as they choose.

Activities and resources are organised to encourage children to develop their understanding across the six areas of learning and contribute to their economic well-being. Children have many opportunities to make marks, share books and develop their communication skills. Children learn about sharing, respecting others' needs and the basics of self-care through daily routines. Access to the outdoor area, although limited, enables children to climb, run and jump to develop their fine motor skills, contributing to their physical development. Children become familiar with colours, shapes and patterns through jigsaws, puzzles, arts and crafts, which contributes to their mathematical development.

A key worker system is not yet securely in place but, because the staff know the children so well, they are able to make written observations of children's development. They use photographs and examples of children's work to demonstrate the progress children are making. Each child has a folder which is available for parents to look at on request. Parents are regularly invited into the setting where they can discuss their child's achievements. Staff are aware of children's individual preferences and provide appropriate resources for children to play with.

The outcomes for children are successfully promoted within the nursery. Children begin to learn about keeping safe and healthy through routines such as washing hands, cleaning teeth and using the toilet with increased independence. However, staff do not fully promote children's understanding of hygiene at all times. For example, children are not always asked to wash their hands before they have their breakfast at the pre-school club. Children learn about the wider world by celebrating cultural and religious ceremonies and through a selection of resources which promote positive images of diversity. Behaviour is good and children have a strong sense of right and wrong. Staff set good examples and calmly give instructions with which children readily comply. Important events in children's lives are also celebrated within the nursery and all children are respected as unique individuals.

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? | 3 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| 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? | 3 |
| How well are children safeguarded? | 3 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 3 |
| 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? | 3 |

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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