

Ellergreen Out Of School & Community Creche

Inspection report for early years provision

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Inspector Wendy Brooks

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Ellergreen Out of School and Community Crèche was registered in 2000. It is committee run and based in Ellergreen Community Centre situated in Norris Green, Liverpool. It provides a crèche and out of schools care. Children have access to a crèche room, out of schools room and main hall for their care and play experiences and also have access to other areas within the community centre. All children share access to a secure, fully enclosed outdoor play area.

In the crèche room, a maximum of 24 children aged from one year to under five years old may attend at any one time. It runs on Monday to Friday from 8.30am to 5.30pm. There are 37 children on roll aged from one year to four years old. A maximum of 32 children aged from four years old to under eight years old may attend the out of schools care at any one time. The club runs Monday to Friday term time from 3.00pm to 6.00pm and during the holidays from 8.30am to 5.30pm. There are 75 children on roll aged from four years old to 12 years old. The setting operates for 48 weeks a year. They support children with special educational needs and/or disabilities and children with English as an additional language.

The setting employs seven staff to work with the children. All staff hold or are training towards a relevant child care qualification. They receive support from Sure Start Services of Liverpool Children's Services. They are a member of the Pre-School Learning Alliance and 4 Children. They have an Aiming High Quality Assurance Award. The setting has established links with other early years settings and outside agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and development needs are met as staff have a clear understanding of children's individual likes, abilities and preferences. However, information gathered from observations of children's progress is not used to inform plans for future activities. Effective partnerships with parents and other agencies have been established to ensure that children's learning and development are well supported. Children spend much time in the outdoor area which helps to develop their large physical skills, however this area is not currently used to its full potential. Appropriate documentation and procedures are in place to maintain children's safety, although some records are not completed accurately at all times. Children develop a good understanding of diversity. The manager and staff have started to identify areas for development and strengths within the setting and the impact these have on children.

What steps need to be taken to improve provision further?

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

- develop the outdoor area to allow children further opportunities to explore their senses as they investigate the natural world
- improve the observations and assessments of children's development in order to consistently identify next steps in their learning and use them to clearly inform planning for children's individual progress
- ensure the daily checks which are in place are completed accurately each morning

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as staff have a clear understanding of their responsibilities in the area of child protection. Detailed safeguarding policies are in place and are displayed to ensure staff, parents and visitors are aware of the importance of protecting children from harm. Appropriate vetting procedures are in place to ensure staff are deemed suitable to work with children. All areas of the setting are checked to protect children from potential hazards, however daily records of these checks are not accurately maintained.

Effective partnerships with parents have been established to ensure that children's welfare and development needs are known and catered for. Parents are provided with a welcome pack, which details the main policies and procedures and plenty of information is displayed around the setting for parents to access. Staff talk to parents about the Early Years Foundation Stage (EYFS) and displays within the setting helps parents to understand what activities are provided for their children. Parental questionnaires have recently been sent home in an effort to obtain more parental opinions and a comments box is available in the entrance area.

The setting has established effective links with outside agencies and other early years settings in order to support the needs of all children who attend. Children with additional needs are fully included in the setting and staff work in liaison with parents, carers and other professionals to ensure children's individual development needs are met.

The manager has completed a self evaluation record and staff contribute to the evaluation process by identifying strengths and areas for development within the setting. Some steps have been taken to address the areas for development and plans are in place for further improvements, which will have a positive impact on the experiences children have. The setting has a commitment to continuous improvement and the recommendations set at the last inspection have been met. For example, in order to improve the nutritional value of children's food, staff have attended training, the snack menu has been re-visited and parents are advised of appropriate healthy items to include in children's packed lunches.

The quality and standards of the early years provision and outcomes for children

Children are cared for in two main rooms, dependent on their age and the type of care they are receiving. Babies and younger children are mostly cared for in the crèche room. Here they have access to a wide selection of age appropriate equipment and resources and the room is specifically designed to meet the needs of the younger children who attend. Daily access to role play equipment, creative play, construction equipment and mark making materials ensures that children can make choices in their play. Low level furniture, a nappy changing area and small indoor climbing equipment ensures the needs of babies and young children can be met effectively.

Older children who attend for the after school group and holiday club are cared for in a second room, which provides further resources and equipment suited to this age group. Children can help themselves to a range of table top games, books and arts and crafts. All age groups share access to a large enclosed outdoor area. They are provided with a good range of sports equipment to include balls, bats, skipping ropes, hoops and bean bags and staff support them to play group games, which all helps to develop their large physical skills. Currently, this large outdoor area is not used to its full potential to allow children opportunities to freely explore the natural world and to use their initiative. Resources are not freely accessible, although staff do bring a selection of equipment outside during the session to encourage children to take part in other activities. For example, paper and crayons, books and jigsaws are placed on the floor for children to use and staff offer two children the opportunity to search for insects using the bug catchers. Children find a beetle and examine it under the microscope, allowing others to share their experience and talking about their findings, before releasing the beetle again.

All children within the early years age group have a key worker who takes responsibility for completing observations of children's progress. Each child has a development file which is used to record the progress children make. Photographs and comments are included and these are linked to the areas of learning within the EYFS. However, these observations and the maintenance of the development files are not consistent and next steps in children's learning are not always identified. On discussion, staff demonstrate their knowledge of individual children's learning needs and they are aware of the development each child is making and appropriate activities to provide. This information, however is not recorded in any written plans, which makes it difficult to track the progress children are making in their learning.

Children develop an understanding of the wider world through discussions, activities and daily access to a range of resources. Books, posters and dolls reflect positive images of diversity and children are involved in celebrations of various cultural and religious events. Each child is respected as a unique individual and all children have equal access to resources and activities. Children learn about the world around them through visits within the community, such as walks in the local park, where they collect items for their Autumn display. Staff support children to learn about the colour and texture of leaves, conkers and acorns while developing

children's communication and language skills. These activities, in addition to growing flowers and vegetables encourages children to begin to understand the importance of sustainability within the environment.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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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