

# Bidston Avenue Early Years Pre School

Inspection report for early years provision

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**Unique reference number** EY232861  
**Inspection date** 14/01/2010  
**Inspector** Peter Mather

**Setting address** Bidston Avenue Primary School, Tollemache Road,  
Birkenhead, Merseyside, CH41 0DQ

**Telephone number** 0151 653 3291

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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

Bidston Avenue Early Years Pre-School was registered in 2002 and is run by a management committee. It operates from Bidston Avenue Primary School, in Birkenhead on the Wirral peninsular. It offers provision during the day, before and after school. A maximum of 24 children under five years may attend the day care provision and a maximum of 40 children aged under eight years may attend the before and after school provision at any one time. The setting also offers care to children aged eight years to 11 years. There are currently 102 children on roll. Of these 48 are within the Early Years Foundation Stage. The setting is in receipt of funding to provide nursery education for three and four year olds.

The setting is open each weekday during term time only. Before and after school sessions run from 8am to 9am and from 3pm to 5.45pm. Pre-school sessions run from 8.45am until 11.45am and from 12.30pm until 3.30pm. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, who work directly with the children. Of these, six members hold appropriate level three early years qualifications and one holds an appropriate level two qualification. The setting receives support from the host school's early years teacher and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff get to know children well and their individual welfare needs are effectively met. The stimulating indoor and outdoor environments and well planned curriculum ensure children make good progress in their learning and development. Those in charge accurately assess the strengths and weaknesses of the provision and take the necessary steps to secure improvements. Effective partnership working with the host school supports the work of the setting well. As such the setting shows good 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:

- extend the systems for monitoring and recording children's progress to include those attending the out of school provision
- promote children's understanding of cultural diversity across the provision.

## **The effectiveness of leadership and management of the early years provision**

Procedures are in place to ensure that those working with children are suitably qualified and vetted. The safeguarding policy and procedures are effectively implemented and staff know their role and duty in keeping children safe from harm. The recent recruitment of a sports specialist for the out of school provision is a good example of skills being deployed to improve provision. Children's safety indoors and outside is effectively met through comprehensive risk assessments, health and safety procedures, and the provision of safe and suitable furniture, equipment and toys. There is active involvement from all staff and management in team meetings to discuss and share their ideas. Partnerships with other professionals are evident, particularly the close working relationship with the host school. The deployment of resources in the nursery is excellent; staff use resources and equipment creatively and imaginatively. The capacity for driving improvement through self-evaluation in the nursery is good. Plans are well organised and clearly identify key priorities and action plans. Partnerships with parents are good. Reports of children's progress are shared with parents three times a year. In addition, staff communicate with parents on a daily basis to exchange important information about children's routines and their development. Parents speak highly of the welcome they receive and of the confidence they have in staff. The staff take into account the views of the children and aim to provide a varied and stimulating experience and promote equality of opportunity across the setting.

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

Staff have good knowledge of the learning and development requirements. They value and support children's learning through well planned activities and experiences and a good variety of resources. The planning of the pre-school learning environment is linked to the six areas of learning. The organisation of provision offers continuous access for children enabling them to play freely and spontaneously. Staff respond to the information provided by parents and support from the schools early years professional and plan for individual learning needs and interests. Each child is assigned a key person to be responsible for their development and routine care practices. Children feel a sense of belonging as they display their own achievements and pictures on display boards. They are confident and secure with their key person and have positive relationships with them. Staff's interaction with children is effective; they ask open ended questions to challenge children's thinking, enabling them to express themselves. For example, every child was given an opportunity to talk about the snowmen they made during the snowy weather. They enjoy outdoor play and extend their physical skills when climbing, riding, jumping and running.

The out of school provision also offers a secure environment in which the children have a sense of belonging. In this mixed age setting the older children sensitively support the younger children in play. The use of information and communication

technology is popular and supported by sharing school resources Children enjoy the games and sports, which take place in the hall each day, and display developing skills. Staff are fully committed to good quality care, which actively promotes the children's knowledge and understanding of safety, healthy lifestyles and develops their skills for the future and also enables them to make a positive contribution. Children feel safe in the setting and understand issues relating to safety including e-safety and many of the children show an awareness of the dangers of the internet. They are encouraged to make positive contribution by washing up after their healthy snack and by tidying away the games when they have finished. There is an appropriate balance of adult-led and child-initiated activities. For example, staff plan craft activities, such as painting with pasta and games in the hall led by the qualified sports specialist. As yet, the effective systems for monitoring and recording children's progress have not been fully implemented within the out of school provision. While the promotion of children's understanding of cultural diversity is less well planned for in the out of school provision, staff effectively promote respect for one another and children display excellent levels of behaviour and attitudes towards each other. As a result, children enjoy their learning, make choices, make friends and respect and tolerate each other's differences.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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