



## Much Woolton Old School Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY296283
<b>Inspection date</b>	12 December 2005
<b>Inspector</b>	Barbara Redmond
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<b>Registered person</b>	Dorothy Leah Rood
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Much Woolton Old School Nursery was established in 1990 and came under new ownership in 2004. The nursery occupies a former elementary school, now a grade II listed building, and there is a large outdoor play area. A maximum of 20 children may attend the nursery at any one time. The nursery is open from 08.00 until 17.30 from Monday to Friday all year round. Morning or afternoon sessions are also on offer.

There are currently 34 children aged from 2 to 5 years on role. Of these 17 children

receive funding for nursery education. The nursery supports children with additional needs and those with English as an additional language.

Five staff work with the children. Three staff, including the manager, hold appropriate child care qualifications. One member of staff is working towards an NVQ level III in child care and another is working towards level II.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Staff carry out effective hygiene routines to ensure all areas are suitably clean for the care and play of children. They clean surfaces and floors using appropriate cleaners. Areas remain safe as staff clean all areas on a daily basis. However, no staff hold any food hygiene qualifications and fridge temperatures sometimes exceed requirements, which could compromise children's health. Children learn about personal hygiene as they are reminded about washing hands at appropriate times. Some topic work relating to health, such as tooth care and healthy foods, further enhance children's understanding of self care.

Children on medication are safeguarded because accurate records are kept showing dosage and administration times with parental signatures to confirm that the information is shared. Children who have accidents receive appropriate care as four staff hold current first aid qualifications. There is a first aid box in the staff room and the accident book is maintained and consistently shared with parents. Parental permission to seek emergency treatment is also in place.

Children eat an acceptable range of foods which make some contribution to their nutritional needs. Meals consist of some freshly cooked items, such as turkey curry, but also some meals consisting of largely processed foods. Fruit is given to children every day benefiting their general well-being. Children are given drinks with their meals, but fresh water is not freely available all day so some children could become dehydrated.

### **Physical Development**

Children are involved in regular physical activity to promote their health. They play outside most days and have access to a large interesting space with grass, shrubs and a range of equipment including wheeled toys. There is some climbing equipment but this is not suitably challenging for the oldest children in the group. Children also engage in daily sessions of music and dance indoors to further develop their physical skills. They use a range of tools such as cooking items, mark-making materials and creative resources which improve their manipulation and dexterity.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children have access to a bright and welcoming space where they can enjoy their care and play experiences. Displays of children's work are used well to enhance the environment for children. The outdoor space is a positive feature with a large grassed area, a small hillock and shrubs, which children explore with interest.

The range of toys and equipment provided meets the care and play needs of the children who attend and includes a good selection of creative materials, books, puzzles and construction resources. The role-play area is well resourced and changed regularly in to a variety of settings, including a hardware store and a grotto to stimulate children's interest. Suitable age appropriate furniture ensures that children enjoy their experiences in comfort. Toys and resources are of good quality and are checked regularly to ensure that they remain suitable for children to enjoy safely.

Some appropriate measures are taken to ensure the safety of children. There is a health and safety representative who has received training to assist her in the role. Safety covers are fitted on radiators and the stairs and kitchen are made inaccessible to children. However, security is weak with no controlled entry system to either building and no communication link between the two, which could compromise the safety of children and staff.

There is a risk assessment in place that includes checks on the outdoor play space. However, the system is not effective as items that are hazardous have been overlooked. Children are protected in case of fire as fire safety equipment is in place and the fire evacuation procedure is visible in the room. Regular fire drills ensure that all staff and children know what to do in case of fire.

Children are protected here as the named person has had appropriate training and is aware of the signs and symptoms of abuse. Appropriate documents and contact numbers ensure that staff know what to do if they are worried about a child. However, the child protection policy does not include a procedure for allegations made against a member of staff.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The birth to three framework has not been implemented although the manager has been on training. Children under three engage in the same activities as those over three, with no specific activities planned to cater for them. However, children are often grouped according to their ages so staff can adapt activities to the level of younger children. Children enjoy playing in a relaxed environment where staff are friendly and affectionate, so children are confident and able to make their wishes known. Children enjoy the activities provided which help them make progress in all areas of their development. Children are cooperative and interested in the activities provided. Staff select the play materials that are laid out for the children. Children then move freely around selecting from an appropriate range of activities. They enjoy making Christmas hats and engaging in exciting role-play based on Santa's grotto. They look at books with a staff member who asks questions to encourage language development. However, the lack of specific planning for the two to three age group

does not ensure that their individual development needs are met.

## Nursery Education

The quality of teaching and learning is satisfactory. Planning which identifies the learning opportunities for children is in place. However, very basic assessments, which are undated and therefore of limited use in monitoring children's progress, does not influence the planning. Differentiation is not identified which would ensure all children could make progress according to their individual needs and abilities. The manager has an appropriate knowledge of the Foundation Stage Curriculum. However, other staff do not always demonstrate the same level of understanding possible learning outcomes for children, as they miss opportunities to extend children's learning during activities such as cooking.

Relationships are good and children are happy here. Staff help children to feel valued and secure because they are friendly and affectionate, offering support and encouragement. Children are praised consistently for their efforts and achievements. They are involved in tidying up and setting the table, fostering their independence and self-help skills. Children learn to share and take turns during activities.

Children are given opportunities to develop mathematical skills, such as counting, shape recognition and comparing sizes during the daily routine. They use the date chart to sequence numbers and discuss the longest day. They compare which is the largest; the head or the body of the figure they are making, and observe that his body is a circle. Children also explore the concept of simple subtraction through nursery rhymes. Children are encouraged to share ideas and engage in conversation, which encourages their language development. Stories are used to help children think and develop ideas as open questions are asked, such as 'What is happening here?' Books are linked to the topic to consolidate children's learning. Emergent writers are given opportunities to develop early mark-making skills as they write their own letters to Santa and are encouraged to write their names on recipe cards. They use a range of tools for this including pencils, chinks and felt tipped pens. Children experience the written word used for a purpose as they see writing displayed around the setting, fostering their interest in early literacy.

Children learn about the world around them through interesting activities such as cooking and growing plants. They planted potatoes and then dug them up ready to be cooked. However, during a cooking activity opportunities were missed to help children develop ideas such as changes that occur when things are heated up and exploring textures. Children learn about the weather and develop a sense of time, using words such as yesterday, today and tomorrow, through compiling a weather board each day. A range of construction items allows children to explore materials and develop ideas about how things are made. Children develop some understanding of simple technology as they use a listening centre and tape recorder. However, opportunities to use a computer are very limited.

Children have access to a stimulating outdoor play space to foster their physical well-being. They use a range of wheeled toys which they learn to negotiate along winding pathways. They develop ball skills and use wooden stepping stones to practice balancing. However, opportunities to practice climbing skills are limited. The

climbing frame only comes out in the summer and is not sufficiently challenging for the older children in the group. Children develop their manipulation and dexterity through using a range of writing implements, and tools, such as cooking utensils, spreaders, scissors and cutlery.

### **Helping children make a positive contribution**

The provision is good.

There are sufficient resources reflecting diversity of ethnic origins and cultures including books, dressing-up clothes and musical instruments, to help children develop positive attitudes towards the wider community. However, resources that promote positive images of disability are lacking. Children engage in activities relating to celebrations such as Chinese New Year to help them gain a knowledge and understanding of the wider world. They feel valued and respected because staff listen to them with interest, showing respect for their individuality. Appropriate information is gathered on admission forms before the child starts to ensure that individual needs are met and suitable care is provided for all. Therefore, children's spiritual, moral, social and cultural development is fostered.

The manager demonstrates a good understanding of providing for children with additional needs. She is familiar with the Special Education Code of Practice (2001) and has experience of completing Individual Education Plans. There is an Special Education Needs policy in place and regular contact with the area Special Educational Needs Coordinator for advice and support. The setting would work closely with other professionals to ensure inclusive support is given to children. Access is good as all facilities are at ground level. However, the toilets provide little privacy for children.

Children behave very well because they are interested in the activities provided. They enjoy playing in a calm and relaxed atmosphere. There is a behaviour management policy in place which focuses on positive methods for managing behaviour, such as distraction, praise and talking to children about being kind and sharing. Staff provide good role-models for children as they use good manners and speak politely at all times. The named person for behaviour management has had suitable training to be effective in the post.

The quality of partnership with parents is good. There are good systems in place for the exchange of information to ensure consistency of care. Parents receive a pack about the setting before the child starts and fill in admission forms with the necessary information for their child to receive care in accordance with their wishes. Appropriate parental permission is in place for events, such as using sun cream, taking photographs and outings. There is a parent notice board providing parents with current developments at the setting. Parents are kept well informed about their child's progress. Reports are sent out twice yearly and two parents meetings are held where parents can discuss their child's learning and development. Parents come into the setting and are greeted warmly by staff who take time to discuss their child's day.

## **Organisation**

The organisation is satisfactory.

The quality of the leadership and management of nursery education is satisfactory. Basic planning means some staff miss opportunities to develop learning for children and therefore do not demonstrate a clear understanding of learning outcomes for children. The manager is able to identify the weaknesses of the setting, such as a lack of suitability documentation, which has enabled her to create a clear vision for the future so that provision for children will be more efficient.

The provider, who is also the manager, has made good inroads into improving the organisation of the setting since taking over a year ago. She has put into place appropriate documents, such as policies and procedures, improving the efficiency of the provision.

Staff training has not been implemented to ensure that staff have the necessary skills to provide a good service for children. For example, no staff have a basic food hygiene qualifications to ensure children's food is handled properly and no staff other than the manager have had training in delivering the Foundation Stage curriculum or the Birth to three matters framework to ensure that they help children progress effectively.

Children's interests continue to be protected after they have left the setting because the manager ensures that documents are retained for an appropriate time after a child has left. Documents are stored in a secure cabinet in the office to ensure confidentiality for children and their families.

Overall the provision meets the needs of the children who attend.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- Ensure the safety of children by improving the security of the two buildings and ensuring risk assessments of the outdoor area identify and remove hazards such as standing water and sharp and heavy objects
- protect children's health by providing fresh water all day and ensuring staff have appropriate food hygiene qualifications
- ensure the provision meets the learning and development needs of children under three by implementing effective planning and assessment using the Birth to three matters framework
- improve documentation by updating the Child Protection policy to include procedures for allegations made against a member of staff.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- implement a system of assessment that influences planning, so that children's individual learning needs can be met
- ensure that staff have a secure knowledge of the Foundation Stage curriculum so they know how to help children make progress towards the early learning goals.

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