



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 306523

DfES Number: 583395

### INSPECTION DETAILS

Inspection Date 21/09/2004  
Inspector Name Sheila May Price

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Wirral Christian Centre Day Nursery  
Setting Address Woodchurch Road  
Birkenhead  
Wirral  
CH41 2UE

### REGISTERED PROVIDER DETAILS

Name Elim Foursquare Gospel Alliance 251549

### ORGANISATION DETAILS

Name Elim Foursquare Gospel Alliance  
Address Elim Pentecostal Church  
PO Box 38  
Cheltenham  
Gloucestershire  
GL50 3HN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Wirral Christian Centre Trust Ltd. is the organisation providing full day care at Wirral Christian Centre Day Nursery. The nursery which uses part of the Wirral Christian Centre building has been registered since 1983 and serves the district of Birkenhead on the Wirral. It accommodates a maximum of 54 children aged under five of whom no more than 12 can be aged under two. Children are organised in groups according to their ages in separate rooms for babies and toddlers and a large divided room for children aged over two. The pre-school room where education is provided for funded three and four year olds is self contained with it's own small kitchen and toilet facilities. The centre kitchen is used for the preparation of the main lunch time meal. The nursery has use of a hard surfaced outdoor play area and the Christian Centre gardens. There is access to an additional indoor playroom for physical exercise in wet weather. The nursery operates Monday to Friday all year round except public holidays and the Christmas period between 07:45 and 17:45. The number of children currently on roll is 56 of whom 8 are three year olds in receipt of nursery education funding. The nursery is not supporting any children at present with special needs and for whom English is their second language. There are 11 childcare staff employed including the nursery manager and a teacher. Most of the staff have early years qualifications and the rest are working towards a relevant qualification.

### How good is the Day Care?

The quality and standard of day care at The Wirral Christian Centre Day Nursery is satisfactory.

Staff make the premises welcoming with attractive displays. Rooms and resources are organised in a way that meets most children's needs. Ventilation in one nappy change area is not very efficient and sound carries too much in the hall. The organisation of ratios and key workers provides adequate continuity during a time of staff changes. There is a good balance of qualified staff. There are written policies underpinning all areas of operation to provide guidance to staff. Not all policies are reviewed frequently enough to be fully effective. Records are well maintained.

The staff supervise children well and maintain good standards of hygiene. The fire safety arrangements are unsatisfactory due to inadequate marking of one exit and access to keys. Health and safety procedures are not effective when workmen create hazards which are not identified and dealt with promptly enough. Procedures for dealing with accidents and sickness are good. Individual dietary needs are met. The child protection policy is not adequately reviewed.

Children throughout the nursery participate in a good range of activities where they use their imagination, have scope for creativity, and develop physical skills. Staff interact well to develop children's language and to encourage them to think and explore. The teacher has excellent understanding of the Foundation Stage which contributes to the very good progress made by funded children. Staff generally cater well for the needs and routines for children aged under two. Behaviour is well managed.

Parents are made welcome and the open door policy works well. There are good methods for working in partnership with parents in the baby room and pre-school rooms. One record that parents sign does not protect confidentiality. Parents find the staff friendly and very approachable. This helps children feel confident and settle well.

#### **What has improved since the last inspection?**

There were 24 actions arising from the transitional inspection. These related to health and safety, child protection, training issues, record keeping, maintaining ratios and grouping of children. Improvement in relation to these has been mostly satisfactory, however some issues which have an impact on children's safety still require further action.

The nursery now ensures that the register is fully completed, records about children are shared with parents and their permission obtained for seeking emergency medical advice or treatment. The grouping of children now meets requirements and overall ratios are maintained. A new suitably qualified person in charge and deputy are now in post. The child protection policy still needs further development along with the training of staff to know and fully understand procedures.

#### **What is being done well?**

- Staff maintain good standards of hygiene and explain to children why they need to wash their hands. There is good accident and emergency provision in that most of the staff have a current first aid certificate. Those staff who prepare food have food hygiene qualifications.
- Staff keep children well occupied and understand their capabilities pitching their expectations at the right level. This helps children feel confident and develops their self esteem. Children learn to play co-operatively and have respect for the needs of others. Staff positively reward good behaviour.
- The nursery is well equipped and there are good planning systems to ensure children have a wide variety of choices and learning opportunities. Staff

communicate well with the children helping to extend their language and use new vocabulary.

- All children are given regular messy play activities where they can explore materials using all their senses. They paint, draw, and build constructions representing their own ideas. Role play areas and equipment to create small worlds are well used and stimulate imaginative play.

#### What needs to be improved?

- the fire safety arrangements and procedures for evacuating the building
- the safety of the outdoor play area and review process
- the child protection policy and training of staff about procedures
- the ventilation in the baby room nappy change area
- the layout of the previous injury record to ensure confidentiality
- the system for monitoring and reviewing policies and practice and linking this to training and development.

#### Outcome of the inspection

Satisfactory

#### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### WHAT NEEDS TO BE DONE NEXT?

##### The Registered Person must take the following actions by the date shown

Std	Action	Date
6	Obtain written recommendations from the fire safety officer regarding all exits and fire evacuation procedures and comply with these.	01/11/2004
13	Seek advice to ensure that in the child protection policy the procedures to be followed in the event of an allegation being made against a member of staff do not interfere with any investigation process that might be carried out by child protection or other officers.	01/11/2004

13	Ensure that the child protection co-ordinator has suitable training for her role, all staff know how to implement procedures in the absence of the co-ordinator, and child protection procedures are shared with parents before admission.	01/11/2004
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**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Improve the system for monitoring and reviewing policies and practice and linking this to training and development.
4	Improve the system of ventilation in the nappy change area off the baby room so that this works more effectively.
12	Improve the layout of the previous injury recording system to ensure confidentiality when parents sign.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Provision for the funded nursery education of three year olds at Wirral Christian Centre Day Nursery is acceptable and of high quality. Children make very good progress in all areas of learning.

The quality of teaching is very good. Planning is well structured to cover all curriculum areas and allows key aspects to be regularly revisited to consolidate learning. Teaching builds on what children know and their approach to learning, through use of good assessment procedures. Challenges match ability and expectations are high. The environment is well organised into areas of learning supported by a good variety of equipment. Displays are used very effectively to support teaching. The routines and teaching methods are particularly well suited to the needs of three year olds.

The quality of leadership and management is very good. The teacher has autonomy for the management of the funded provision which she manages extremely well, demonstrating the knowledge and skills of a good leader. The overall programme is monitored on a regular basis through a weekly selection of activities from each area of learning. The unplanned activities and learning from these is less well recorded for monitoring purposes and is therefore a point for consideration. There is a strong commitment to improvement.

Partnership with parents is very good. Regular news letters and systems for passing on messages compensate for lack of direct contact with the teacher whose hours of work do not always correspond with times of children's arrival and departure. Parents are involved with the children's learning through topics and through appointments each term when progress is discussed and assessment records shared. New parents are introduced to the Foundation Stage through a presentation at an open evening in the first term.

### What is being done well?

- The teaching methods suit the needs of newly funded three year olds who are using the pre-school room for the first time. There is continuity with a familiar member of staff in the early morning, a regular routine which helps children feel secure, and a good proportion of the session is spent on child initiated activity. The use of Daffy Duck to talk to children encourages them to speak out in a group and take turns giving good support for language and social skills.
- Activities which stem from children's interests are used to extend their experiences such as in role play, where the children act out their experiences at home using a range of props imaginary and real. The activity is then used to build on the familiar by introducing them to the way people might dress and eat differently by providing access to costumes and implements such as chop

sticks.

- The experienced teacher assesses children on the spot using her observational abilities to judge what they can do and what they might need to learn next, immediately setting a challenge for more able children who are pouring water by suggesting they count how many cups it takes to make the large jug full again.
- Planning is very thorough. It ensures that not only are children learning from special planned activities connected to topics which all have a chance to participate in at some time during the week, but the regular activities are varied along a four day cycle so they fall on different days to accommodate different attendance patterns. Different resources are also rotated to ensure children explore or practice the same things but in different ways.

#### **What needs to be improved?**

- the monitoring of incidental learning to inform decisions on what resources to use each week and what to plan next when this digresses from what might have originally been planned

#### **What has improved since the last inspection?**

Improvement has been very good. There was only one key issue arising from the last inspection for funded children and this was to develop the special educational needs policy to encompass the five stages referred to in the 1994 Code of Practice on the Identification and Assessment of Special Educational Needs.

The teacher attended training and duly created a new policy following these lines which was shared with staff and applied in practice. In 2002 when the DFES published their amended Special Educational Needs Code of Practice to include provisions under the Special Educational Needs and Disability Act 2001 the nursery started to review their policy once again. This has involved attendance at several training workshops to support the teacher in her role as Special Educational Needs Co-ordinator. The new policy is being continually amended owing to the complexity and detail required to do justice to the new provisions, but staff have been made aware of the new structure and have access to all the information that has been collated. This reflects the continued drive to improve provision for children with special needs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop self esteem as they are individually acknowledged at registration time and are praised for achievements. They learn good social skills when encouraged to take turns in activities and play co-operatively. They appreciate that not all children are able to eat the same food and respect this. When trying to pour out their own drinks with help they are learning independence. They join in activities with enthusiasm, express a range of emotions, and are keen to learn.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use both spoken and non verbal communication well, developing increasing confidence in expressing their views. They see their names displayed and words from topics are pointed out to them on walls and in books. Children learn how to handle books and enjoy stories. They listen for sounds in words and look for the matching letter on display. Some make marks on paper pretending to take messages and put letters in an envelope to post, learning that we write for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy the daily counting activities and counting rhymes connected with their topic. They look for the numeral that is displayed and draw the right number of dots. More able children who are counting and matching well are given problems to solve. Children are encouraged to sort objects into groups and make comparisons. They know the names of shapes and are beginning to be able to describe their properties. The many resources for pattern making and sequencing by size are used well.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore features of their own environment indoors and out. They plant seeds to watch them grow and search for mini beasts in the summer. They help to feed the fish understanding that like them they need food to eat. They use all their senses to explore different textures, tastes and smells of food. They select tools for designing and making. Children regularly use a range of technological equipment. They learn from visitors about African culture, clothes and music..



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children enjoy climbing up and jumping off equipment, crawling in and out of tunnels developing balance and co-ordination and negotiating pathways. They move in different ways when playing follow my leader. They learn to move safely with restricted space indoors. They know that you wash your hands to remove dirt and get rid of germs. They regularly use hoops, balls and ride on toys and learn to control small equipment like scissors, the computer mouse, and tools for writing.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are expressive and creative in their role play acting out domestic situations and stories. They love singing loud and soft and exploring sound. They develop a sense of rhythm from both clapping games and regular use of instruments. Children spend time when painting considering the effect of the paint, patterns and mixed colours taking pride in what they are doing. A child cuts lines into paper to make a lion face using tools with confidence to create her own design.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no key issues arising from this inspection. The following is a point for consideration:
- consider the monitoring and recording of incidental learning to inform decisions on what resources to use each week and what to plan next when this digresses from what might have originally been planned.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*