



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 306381

DfES Number: 513666

INSPECTION DETAILS

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| Inspection Date | 10/02/2005 |
| Inspector Name | June Cotton |

SETTING DETAILS

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| Day Care Type | Sessional Day Care |
| Setting Name | Early Days Pre-School |
| Setting Address | Early Days Childcare Centre Raeburn Primary School Annexe, Morland Avenue Bromborough Wirral CH62 8BD |

REGISTERED PROVIDER DETAILS

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|------|-----------------------------------------|
| Name | . Early Days Childcare Centre Committee |
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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

Early Days Pre-school and Sunshine Out of School Care is a voluntary organisation run by a management committee consisting of parents, local community and school representatives. The groups are based in the Early Days Childcare Centre which is a self contained unit on the grounds of Raeburn Primary School.

The pre-school offers sessional day care for children aged from two and a half until they enter statutory education. It operates Monday to Friday term time only from 09:00 until 11:30 and from 12:30 until 15:00. The Sunshine Out of School club operates from 08:00 until 09:00 and from 15:15 until 17:30 during term time and from 08:00 until 17:30 during the school holidays, it is for children aged from four to eleven years.

The facilities include a playroom, cloakroom area, toilets, kitchen and office. There is a safely enclosed outdoor play area for the sole use of the pre-school and the out of school care service.

A maximum of twenty four children may attend at any one time. There is a suitably experienced and qualified childcare manager and, present at each session, a qualified preschool supervisor or playwork supervisor, supported by two additional staff. All the staff except one hold a relevant childcare qualification.

In the pre-school there are currently 48 children aged from two and a half to under five years on roll. Of these 28 children receive funding for nursery education. The group currently supports children with special educational needs but none at present who speak English as an additional language.

The Sunshine Out of School facility is undertaking a quality assurance scheme, Aiming High.

How good is the Day Care?

Early Days Pre-School and Sunshine After School Care provide good quality care

for the children.

The setting is well organised with a manager and session supervisors, all but one staff have relevant childcare qualifications. It is a welcoming setting with toys and activities laid out invitingly and the children's artwork displayed. Documentation is well maintained but policies have not been reviewed and updated, particularly with regards to child protection. There are effective systems in place for keeping Ofsted informed of staff changes.

The premises are safe and secure with good security systems in place whereby access to the premises is monitored. Staff offer high levels of supervision during the session. Risk assessments are carried out regularly, safety policies are followed by the staff. Some good hygiene routines are in place to prevent the spread of infection. Effective records are kept of children's accidents and medication but not of any existing injuries which the children may arrive with. Staff have a good understanding of healthy eating and discussing children's dietary needs with parents however water is not always easily accessible to the children throughout the session. Staff have a good understanding of child protection issues and most have attended up to date training.

The staff plan an interesting and challenging range of activities and experiences for the children, the school age children participate in the planning and staff build on their interests. The children's behaviour is good, they benefit from the consistent and positive approach of the staff. The children are happy and well settled, they benefit from the positive interaction with the staff.

Good written information is provided for parents. Staff obtain the necessary authorisations and information about the children thus ensuring their individual needs are met. Parents responses to questionnaires are positive.

What has improved since the last inspection?

Thirteen actions were made at the last inspection. All but one have been attended to. The group have ensured that the kitchen conforms to environmental health requirements, they have also ensured that any fire safety recommendations are met and that all electrical equipment conforms to safety requirements. They have carried out risk assessments of the premises and have a current public liability insurance certificate on display. They ensure that parents permission is sought to allow the staff to seek emergency medical advice or treatment for the children. Parents have access to all the groups policies and procedures including the child protection policy. Resources have been obtained to reflect equal opportunities and staff have also updated their knowledge with regards to equal opportunities although this is ongoing. There is now, on site, all information regarding the Area Child Protection Committee procedures and staff receive regular training to update themselves with this information.

What is being done well?

- Partnership with parents is good. They are welcomed into the group and

there is an exchange of information with the staff in a friendly manner. In particular they are provided with a wide range of written information which includes the welcome booklet and newsletters as well as that available to them on the notice board such as policies. They are kept up to date with current topics through letters and of their children's development through open evenings. There are positive responses to the parents questionnaires.

- A good range of activities are provided to support children's physical, social and intellectual development, equipment is varied and within easy access to the children. Staff plan a varied curriculum for the younger children, the school aged children can initiate and develop their own ideas with the staff building on these. Good use is made of the outside play area to expand the children's interests. Staff are experienced and able to manage a wide range of children's behaviour using positive strategies.
- The safety of the premises is good with effective security systems in place with regards to the entrance door and the safe collection of the children. Staff are vigilant about the children's safety throughout the session and carry out regular risk assessments.

What needs to be improved?

- the system for recording the children's arrival and departure and any existing injuries which the children may arrive with
- the monitoring of the accident recording
- the provision of drinking water for the children throughout the session
- the policies and procedures particularly with regards to child protection.

Outcome of the inspection

Good

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 should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
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|----|-----------------------------------------------------------------------------------------------------------------------|
| 2 | ensure that the daily register shows hours of attendance |
| 8 | find ways to ensure that water is easily accessible to the children throughout the session |
| 13 | devise a written policy which would be followed if a staff member were to be accused of any child protection concerns |
| 14 | review and update policies and procedures |

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

How effective is the nursery education?

The provision for funded nursery education at Early Days Childcare Centre is of good quality.

Children make generally good progress towards early learning goals in communication language and literacy, mathematics and knowledge and understanding of the world. Their progress in personal, social and emotional, physical and creative development is very good.

The quality of teaching is generally good. There is a secure understanding of the Foundation Stage which is reflected in the comprehensively planned programme. Good observations and assessments help staff base activities on what children know and can do. Good systems of communication enhance provision for children with special educational needs. Staff hold children's attention well in staff led activities. There is a strong emphasis on children having fun and a positive approach to behaviour management. Time and resources are generally well managed, but having too much equipment out at a time sometimes affects children's concentration. Staff use questions to check knowledge more often than to encourage children to think so children's problem solving skills with regards to calculating, designing and investigating are less well developed.

The quality of leadership and management is generally good. The managers and staff work effectively together as a team. The organisation is committed to improvement evidenced by the very good progress on key issues from the last inspection and there is a good staff development programme. The monitoring of the educational programme does not fully achieve its aims when evaluation criteria are not specified.

Partnership with parents is very good. This is due to information being regularly shared through newsletters, displays, open evenings and parent interviews. Suggestions on how parents can support children's learning at home are welcomed by parents and used to good effect in contributing to the overall progress children make at the setting.

What is being done well?

- There is very good partnership with parents which enables them to share what they know about their child as well as appreciate what their child is learning at the setting. The half termly news letter, book lending scheme, and the Take Home Ted initiative are excellent ways to involve parents in children's learning.
- The setting fosters children's spiritual, moral, social and cultural development very well. The staff clearly enjoy working with the children and creating a supportive atmosphere where children are comfortable about expressing their

feelings. There is a good programme of activities to develop awareness of and respect for diversity. Children develop good social skills.

- There is very good provision for creative and physical play through use of good resources and planned activities. These help children develop their physical skills and imagination in meaningful ways and they have fun while they are making progress towards early learning goals.

What needs to be improved?

- the methods used during continuous play and every day routines as well as activities planned to be led by staff, to challenge children to think, solve problems and question why
- the process for monitoring the overall provision and its strengths and weaknesses by having clearer criteria for evaluation
- the amount of different activities that are out at any one time so that children do not become too overwhelmed and distracted and staff can concentrate more on helping children think about and extend what they are doing

What has improved since the last inspection?

Improvement has been very good. There were two key issues arising from the last inspection. The first related to improving the observation and assessment system in order to use it better to guide teaching and planning. The second related to improving the information given to parents so that they are better informed about what children are learning from the activities they do.

The improvements to the observation and assessment system are very good. These include clearly identifying these opportunities on the plans, using a tracking sheet and a reference system to show where evidence is kept to support assessments, and organising feedback sessions when staff discuss what has been achieved and decide what needs to be done next. This has resulted in more effective monitoring of children's progress and identification of next steps to include in future plans.

The improvement in information given to parents has been very good. In addition to information shared verbally on a daily basis there is now very good information displayed on the notice board and an open evening to explain the curriculum. The half termly news letter explains better what children are learning from the educational programme, and the Wirral assessment record demonstrates how children are making progress. These improvements are helping parents see how broad and diverse the teaching programme is so that they appreciate the importance of children consolidating their knowledge and skills in all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are eager to take part in activities. They are confident learners and enjoy being independent and selecting what to do. They are encouraged to help each other and learn good social skills. Most behave well and all are learning to have consideration for others. The good listening, excited responses and laughter evoked from activities all demonstrate how the children are having fun while they learn. There is a strong sense of belonging to a community.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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The children communicate well with each other and staff. Their language and vocabulary is extended through topics and the good use of books and story telling activities. They independently select favourite books to read and show an interest in writing to label their work. They learn to read their full names and to recognise letters and sounds. More able children are not extending their use of language for thinking by being encouraged enough to explain things in sequence to others.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children enjoy showing others that they can count up to high numbers which they do confidently at registration. They recognise numerals that are significant to them and can show how many on their fingers. Number rhymes are used well for counting on and back. Traditional stories encourage children to compare and order by shape and size. There is good equipment for pattern making. Children are not extending their ability so much to solve mathematical problems and calculate for a purpose.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Generally Good |
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Children learn to sort and categorise materials by properties using all their senses. Good use is made of the outdoor environment to appreciate changes in the weather and the seasons. Children enjoy planting and learn what helps things grow. Celebrations help them appreciate significant events in different people's lives. They use computer technology well. Their capacity to design things for a purpose and investigate how mechanical objects work is not so well supported.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are learning to be aware of others and to move safely. They develop co-ordination and agility using wheeled toys, climbing up, over and through equipment and using small equipment to roll, throw and catch. They learn control with stopping and starting games, balancing along a line or making shapes with their bodies. They learn to skip, hop, run and jump with confidence. Fine motor skills are developed well. Children are made aware of how their bodies work and healthy life styles.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children play imaginatively using large boxes and construction sets and items for creating small worlds. They enjoy singing, listening to and moving to music. They create different rhythms on instruments. A range of media and techniques are used for children to explore colour, texture, shape and patterns. Some children are beginning to represent their experiences in drawing, painting and modelling. Stories are acted out from favourite books. Children are responsive to what they touch and taste.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- improve methods used during continuous play and daily routines to encourage children to calculate and solve mathematical problems, design and make for a purpose, and to question more why things happen and how things work
- improve the process for monitoring the provision by having clearer criteria for evaluation and linking this to whether intended learning outcomes have been met.

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.