

# Portico Lodge

Inspection report for early years provision

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**Unique reference number** EY222717  
**Inspection date** 22/03/2011  
**Inspector** Denise Sixsmith

**Setting address** Portico Lane, Eccelston Park, St Helens, Merseyside, L35  
7JS

**Telephone number** 0151 430 8005

**Email**

**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

Portico Lodge Nursery registered in 2002. The setting is one of five nurseries owned and managed by a limited company. The nursery is situated within a refurbished residential property in the Eccleston Park area of St. Helens. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 52 children on roll in the early years age group. The nursery provides funded early education for three and four-year olds and supports children with special educational needs as well as children for whom English is an additional language. Children come from a wide catchment area. The nursery is registered by Ofsted on both parts of the Childcare Register.

The nursery employs nine members of staff. All staff hold appropriate early years qualifications. There is one member of staff working towards a foundation degree. The nursery receives support from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team are dedicated to providing a good quality nursery where children are nurtured and enabled to develop and grow in a caring environment. Clear policies and procedures are in place to support a safe environment. Staff promote good inclusive practice in the nursery, ensuring each child's personal needs are incorporated into the daily plans. Children are making good progress in their learning and development, and staff know their key children's abilities very well. The staff team have good relationships with parents, providing continuity of care for the children attending and enabling them to be involved in their child's daily care, learning and development. Overall partnerships with others are good and the self-assessment systems promote positive service development.

## What steps need to be taken to improve provision further?

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

- build on the current system to further develop the flow of information of children's learning and development with other providers of the Early Years Foundation Stage
- enrich further the indoor environment to provide children with greater access to more natural materials
- review the health and safety procedures for identifying, reporting and dealing

with faulty equipment in this instance, damaged changing mats.

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

Children are safeguarded effectively because staff are confident in recognising the signs of abuse and the reporting of any concerns or allegations. Child protection systems are in place and are shared appropriately with staff who have received related training. In addition nominated staff have attended appropriate training to support their additional responsibilities in this field. Rigorous employment checks and safeguarding procedures are in place to ensure all staff are suitable to work with children. Good daily risk assessments ensure the nursery is safe and secure, minimising potential hazards and preventing unnecessary accidents. For example, safety gates are in place, the main doors are fully secure when the children are present and a camera monitoring system is in place. Good arrival and departure procedures prevent children leaving the nursery unnoticed. Staff monitor the toys and equipment, checking they are clean, safe and suitable for the children to use. However, two changing mat covers are damaged which poses a possible health hazard. Appropriate adult to child ratios ensure the children are supervised and receive quality time in the nursery as they play indoors and outdoors.

The management and staff team demonstrate a good commitment and capacity towards continual improvement. A number of positive improvements have been put in place since the last inspection to improve outcomes for children. For example, the refurbishment of the outdoor play area to create a very inviting, enabling environment, to increase play and learning opportunities for children. Staff work well with other agencies to ensure they support the needs of individual children when required. Systems for the sharing of information with other providers of the Early Years Foundation Stage framework are in place, but have not as yet been fully tested or evaluated as currently most children only attend the nursery. The management and staff are taking appropriate steps to ensure resources and the environment are sustainable.

Staff have developed a good partnership with parents and provide a personalised greeting when the child and parent, arrive and leave the nursery. They organise their time very well to ensure plenty of time to build good relationships and exchange information. Children share news about themselves and their families, helping them to feel valued and develop a sense of belonging. Parents spoken to are all very supportive of the nursery and the staff. They feel they are well informed about what their children do and feel confident to speak to staff if they had any concerns. Parents state that they 'can't fault the nursery and value how approachable the manager and staff are' and they feel that their children are safe and happy at the nursery.

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

Staff have a good understanding of the Early Years Foundation Stage. Comprehensive information is gathered at registration, enabling staff and key workers to build on what the children can already achieve. Planning includes individual children's interests and needs identified through regular observations. Staff know the children well, recognising the next steps for their progression and enabling them to make good progress in their learning and development. The daily activities incorporate a good balance of adult led and child initiated opportunities for the children. Children engage in play in a very well resourced outdoor area. For example, they listen to stories in the wicker bower, plant conkers that they find, and match the insects they see with the photographs in the planting area. The indoor environment is also well resourced but does not match the same very good balance of natural and manufactured resources as the outdoors area. The curriculum covers the six areas of learning enabling children to achieve good all round development. The children have developed close relationships with the staff and are confident to try new things. They eagerly enter the nursery each day, separating quickly from their carer as they select an activity. New children settle very well through the good settling in routines applied, enabling parents to feel confident their child is happy, safe and secure. Staff throughout the nursery regularly praise and encourage the children's achievements helping them develop good self-esteem and confidence.

The development of children's language and communication skills are given a high priority. Babies and toddlers confidently use gestures, facial expressions and sounds to make themselves understood. They happily explore the variety of textures in the treasure baskets or squeeze and squash play dough or foam. Children join in lively action songs or share stories. Letter sounds, word patterns and mathematical concepts are regularly reinforced in daily activities, such as, highlighting initial sounds or counting the number of tyres they walk across or, the number of crates they build with outside. Older children can write their own name using recognisable letters and others enjoy regular opportunities to practise their mark making skills through a variety of ways.

All children are encouraged to follow good hygiene routines ensuring they prevent the spread of infection. Children wash their hands at appropriate times throughout the day and clean their teeth with the brushes stored in special bus containers provided as part of the local health initiative. Staff ensure that any special diets are followed and children's preferences observed. Healthy eating is encouraged at the nursery by staff and children are encouraged to eat five amounts of fruit and vegetables a day. Children enjoy growing their own potatoes and fruit in the planting area. They understand the importance of keeping themselves safe as they play. For example, they know they should not run in the nursery and should hold the banister as they negotiate the stairs. Children regularly practise the emergency evacuation procedures, ensuring they know how to react when required. All the children are confident to confide in an adult if they are upset or worried as they seek their support. For example, they tell staff when another child has upset them and discuss how others might feel if they are unkind to one another. Consequently,

behaviour is good and children are supported very well by staff to develop good skills for the future.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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