

Little Ferries Day Nursery

Inspection report for early years provision

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Inspector

Sylvia Cornock

Setting address

Rock Ferry Primary School, 29 Ionic Street, Birkenhead,
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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

Little Ferries Day Nursery is managed by Wirral Children and Young People's Department. It opened in 2006 and operates within Rockferry Children's Centre which is on the site of Rockferry Primary School, Birkenhead. The nursery is open each weekday from 8am to 6pm all year round. Children have access to a secure enclosed outdoor play area.

A maximum of 28 children up to the age of five years may attend the nursery with no more than 15 children aged under two years at any one time. There are currently 66 children on roll within the early years age group. The setting is in receipt of funding for the provision of free early years education to children aged two, three and four-year-old. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the voluntary part of the Childcare Register.

There are 15 members of staff, including the manager, who work directly with the children. The manager holds a foundation degree in early years and is currently working towards a degree in leadership and management, two staff hold a qualification at level 5 in early years, one staff holds a qualification at level 4 in early years, nine staff hold a qualification at level 3 in early years, two hold a qualification at level 2 in early years and one holds a Qualified Teacher Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded because staff are extremely professional and endeavour to maintain the highest possible standards of care and education. Children make outstanding progress within the Early Years Foundation Stage and overall enjoy an extensive range of highly enjoyable activities. They are valued as unique individuals and inclusive practice is a key strength within the setting. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals. The setting has addressed the three recommendations from the last inspection and demonstrates an excellent capacity to improve, having implemented a significant number of positive changes. The management team, in consultation with staff, parents, carers and children are constantly reflecting upon their practice and identifying further areas for improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increase opportunities for older and more able children to separate objects into unequal groups as well as equal groups, to further increase opportunities for calculation.

The effectiveness of leadership and management of the early years provision

The extremely strong management team ensure the safety and welfare of children is given high priority throughout the setting. Staff have an excellent knowledge and understanding of safeguarding through comprehensive policies and procedures which are reviewed on a regular basis to ensure they continue to meet requirements. Highly effective recruitment, employment and induction procedures are in place to protect children. The management team are actively involved within all aspects of the provision and are eager to achieve the highest service standards for the local community. The whole staff team is enthusiastic and highly motivated towards providing excellent quality care and education for children. This is demonstrated through their desire in attending an extensive range of courses. Staff have great enthusiasm and show an outstanding commitment towards their involvement in the self-evaluation process in order to bring about continuous improvement. For example, ongoing staff meetings are held to further enhance staff development and as a result they have an excellent understanding of their roles and responsibilities. Consequently, they work highly effectively as a team because they feel valued, supported and exceptionally well involved with the setting.

The organisation and management of the setting is exemplary with the focus always on helping children to make outstanding progress and promoting their welfare. For example, staff use extensive daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Robust risk assessments are completed for all outings to ensure children's safety. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an excellent knowledge and understanding of individual children and as a result their needs are extremely well met. Children with special educational needs and/or disabilities are extremely well supported through the staffs' exceptional liaison with other professionals, parents and carers. Deployment of resources and staff is excellent. They keep extensive daily records of children's progress and make detailed activity plans, to ensure the six areas of learning are providing a stimulating and dynamic environment both inside and outside. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve. Excellent systems are in place to work alongside the reception class teacher, other settings and carers to ensure the progression, continuity of learning and smooth transition of children.

Partnership with parents and carers is exceptional as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions and the completion of the child's daily record book. Staff offer outstanding support and guidance to enable parents and carers to effectively be involved in their child's learning and achievements. Parents and

carers comment on how valuable they find this and their appreciation of the staffs commitment and support to them and their child's welfare and education. Displayed information, children's artwork and informative 'learning journeys' clearly display to parents the exceptionally high quality care and education that is offered.

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

The learning environment provided by the staff and their skilled interaction with children to support their learning and enjoyment, is inspirational. Children are greeted at the door by a warm smile into a welcoming environment with a superb range of resources and equipment. The extensive range of resources are varied, stimulating and easy to access. Routines for indoor and outdoor play are consistently used and applied. As a result, all children feel secure, confident and at home, and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities. Staff organise the space and resources within the indoor and outdoor areas with great skill offering an extremely wide choice of experiences and interests. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play.

Children are making outstanding progress in their personal, social and emotional development. Staff make excellent use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. They provide excellent resources to enhance children's development of communication, language and literacy skills. Children enjoy reading as they freely access an extensive selection of books including those in dual languages and brail. Older children are extremely competent in recognising numbers and letters. They demonstrate excellent listening and concentration skills. For example, children sit together and eagerly sing songs and rhymes adding the corresponding actions alongside staff.

Children's creativity is supported through excellent access to a substantial range of role play equipment, construction toys and an extensive range of media, such as chalks, paint, sand, water and dough. They enjoy extensive opportunities to design and make objects using recycled materials. Staff take every opportunity to develop children's technology, problem solving and mathematical skills, through counting in many everyday situations and using the computer. However, opportunities for the older and more able children to separate objects into unequal groups as well as equal groups is less well developed.

All children enjoy and have great fun in the vibrant and stimulating outdoor area where they can choose activities to develop their creative and physical skills. Many of these activities are also available indoors, giving them free choice of indoor or outdoor play. Children are involved fully in all aspects of an activity from start to finish and the staff take every opportunity to explain why something happens or how it works.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and taking part in how to evacuate the building in an emergency. The setting focuses heavily upon promoting the children's emotional and physical health, and cultural diversity. They embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals and have an excellent understanding of helping others as they fundraise to support children in need. The promotion of healthy eating is outstanding because staff provide children with an extensive understanding of which foods and drinks are good for them, through the healthy and nutritious snacks and meals provided. Children know how to act safely outdoors and adopt good personal hygiene. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit excellent 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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met