

MAPS Nursery

Inspection report for early years provision

Unique reference number

EY269441

Inspection date

05/10/2011

Inspector

Frank Kelly

Setting address

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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

MAPS Nursery opened in 2004 and is operated by a governing body. It is based within a self-contained unit in the grounds of the Matthew Arnold School which is situated in the Dingle district of Liverpool. The setting forms part of an extended services provision which includes the children's centre and school. Children are cared for within three main playrooms and they have access to a fully enclosed outdoor play area. The setting is open each week day from 8am to 5.45pm, 50 weeks of the year. It is generally closed over the Christmas holiday period.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 42 children under eight years at any one time. Of whom no more than 42 may be in the early years age range. However, in practice the setting is currently operating a service that does not care for more than a maximum of 26 children at any one time. The setting currently has 37 children on roll, all of whom are in the early years age range. The setting is also registered to offer care to children aged over eight and is registered by Ofsted on the voluntary part of the Childcare Register. At present the setting is not operating a service for children over five.

The setting employs 8 fully qualified staff (level 3 in recognised early years qualifications) two of whom work part time. The setting also has three apprentices; two are working towards a level 3 qualification and one towards level 2. The setting receives support from the early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in safe, well-maintained premises within which staff implement procedures well to promote the children's welfare. The playrooms provide an enabling environment and the staff's day-to-day interactions and planning, are helping children make good progress in their development. Regulatory documentation in most instances is maintained as required, although there are some inconsistencies. Self-evaluation and forward planning are demonstrated through the many improvements made across all aspects of the provision since the last inspection. A key strength of this setting is the staff's warmth of welcome and their engagement of parents and other services to ensure that children's unique needs are known and action is taken to attend to them effectively.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that staff obtain prior written permission for each and every medicine from parents before any

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medication is given (Promoting good health).

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

- refine the systems for planning and assessment so that staff have sufficient time to review children's progress regularly. Consider how parents may contribute to this
- consider providing additional staff to allow those in charge to undertake management tasks. Include management monitoring systems to ensure that documentation is consistently maintained.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through some very secure procedures, including the systems for checking the suitability and character of the adults caring for the children. The staff have a good understanding of the procedures for reporting concerns and close links with other agencies is central to the settings protection of children. The effective induction and staff training systems ensure that staff remain fully familiar with the signs and indicators and the steps to take to report suspected abuse. The premises are well maintained and fitted with good safety equipment, such as, guards to prevent the trapping of little fingers in doors. The play resources and furniture are of a good quality and deployed thoughtfully to meet the differing needs of the children and protect them. For example, babies have access to chunky bricks and wooden pegs that enable them to extend their physical dexterity whilst preventing a choking hazard. Corporate risk assessment and annual maintenance is coordinated by the senior management. On a daily basis staff complete a check list and continue to supervise and monitor risks throughout the day. Good security is maintained throughout the premises.

The playrooms are organised to encourage children's exploration, with plenty of low level storage and attractively presented resources. The resources, visual images and scripts represent the cultural diversity of the children who attend and create an inclusive environment. These types of resources have been purposefully increased to address the recommendation from the last inspection. This is one of many improvements the management has taken to implement improvement. For example, reducing overall numbers of children being cared for to ensure they have good space and the fitting of air-conditioning to make the children more comfortable. The outdoor play space has been extended and much improved. However, the current organisation of the staffing rotas means that the manager's do not always have sufficient time to monitor that all policies and procedures are being implemented consistently. Consequently some documentation is not being completed as rigorously as it should. For example, although records of any medication administered are maintained; the staff are not always ensuring that the required written consent to administer such medication, has been obtained before they do so. This is a breach of regulation.

The setting is successfully engaging parents. They are relaxed and made to feel at

ease thanks to the warmth of greeting and friendly manner of the staff. The staff are eager to promote an inclusive setting and willingly undertake training, such as, sign language to ensure that they can engage with all users of the setting. A wealth of information is shared through various formats including displays and notices. This includes information about the staff, their role and responsibilities. The provision and systems in place for supporting children who have special educational needs or require additional support are extremely well implemented. Effective care plans are created and close links with the school and children's centre compliment this further. Children benefit from the settings eagerness to engage with wider services within the city such as, the Walker Art Gallery and the University.

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

The outcomes for children are promoted very well for the children at this setting. Staff create a lovely atmosphere which is relaxed and accepting. In particular the secure bonds formed between the staff and children means that children demonstrate a strong sense of feeling safe. Consequently they are happy and secure, eager to explore and confident to ask for resources. For example, toddlers approach staff to ask for water to paint with. They engage in lots of role play; dressing up as fire fighters and using the hosepipe to 'put out the fire'. During daily routines, such as, at meal times they develop their independent skills by serving themselves and helping to set, and tidy the table. Older children confidently discuss road safety procedures on their way back from school. One child informs the adults present that you must 'look left and right' whilst his friend adds, 'and listen'. Good hygiene procedures are followed and a healthy diet is encouraged including access to fruit at home time and the growing of seasonal salad crops and vegetables. The children are encouraged to clean their teeth and they understand the need to wash their hands as part of their daily routines.

Children play with pleasure and purpose and enjoy both free and adult-led activities. The staff have clear understanding of the Early Years Foundation Stage and how play contributes to the children's learning. The playrooms are rich in print, numerals, books and other visual images. Babies and toddlers confidently use gestures, facial expressions and sounds to make themselves understood and staff acknowledge their communications with animated responses. Staff throughout the setting count with the children, holding up their fingers to help children make connections. They encourage the children to explore and try new experiences, such as, dancing and throwing the shredded paper or crawling through the play tent. Older children enjoy clambering along the wooden activity stations and staff support toddlers to attempt to use the stepping logs. Regular stories are provided and children have access to books at all times.

Before children start, information is gathered at registration, enabling staff to plan for helping children to settle. The activity planning includes individual children's needs identified through regular observations and staff know the children's current individual interests well. Activities to build on children's next steps are incorporated into the activity planning and there is a system for monitoring and assessing

children's progress. However, at present staff do not have sufficient time to review these records on a regular basis and nor do they have a regular system for sharing them with parents. However, staff are able to communicate the children's current stage of development and how they use any additional support from external agencies to ensure that the play plans and activities support the individual child's needs. Consequently children are making good progress given their individual starting points.

Staff place a priority on helping children to be independent and confident learners. They regularly praise and encourage the children's achievements helping them develop good self-esteem and confidence. High expectations regarding acceptable ways to behave along with simple and consistent ground rules are helping children to gain an awareness of the importance of showing respect and sharing. For example, young children, talk about turn taking and without adult intervention, push each other around on the bike trolley. Any minor disputes are resolved gently through calm and simple explanations by the staff. Children enjoy visits to places of interest, such as, the museum and draw pictures, and make labels for their displays. They make tents and dens and have access to a range of creative media over the week. They operate technology, such as, the DVD player with familiarity and babies and toddlers have a range of activities, such as, posting boxes and simple puzzles to extend their problem solving skills. This enabling environment and these positive experiences mean children are successfully developing positive attitudes towards their learning and building their 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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