

# West Derby Pre-School

Inspection report for early years provision

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**Unique reference number** EY380358  
**Inspection date** 31/03/2009  
**Inspector** Elizabeth Margaret Grocott

**Setting address** Bonsall Hall, Bonsall Road, West Derby, Liverpool, L12 8QJ

**Telephone number** 0151 2520067  
**Email** westderbypreschool@yahoo.co.uk  
**Type of setting** Childcare - Non-Domestic

## 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.

## Description of the setting

West Derby Pre-school is owned and managed privately. It registered in 2008 and operates from converted buildings, situated in the West Derby area of Liverpool. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The preschool serves the local area and is registered for 66 children under eight years, of whom no more than 56 may be in the early years age group. There are currently 117 children on roll. The nursery provides funded early education for three and four year olds. Out of school care is provided before and after school during term time only. It is registered for a maximum of 50 children. Children are taken to and collected from a local primary school.

The setting is open five days a week from 08.00 until 17.50 in term time only. All children share access to secure outdoor play areas. The setting is accessed via small steps and is all on one floor, so is accessible to all children and their parents. The setting supports children with learning difficulties and disabilities and children with English as an additional language. There are a team of 18 staff who work with the children, of whom 16 hold a level three qualification and two are working towards these. The setting is supported by the local early years team and an advisory teacher.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff have a good awareness of children's individual care needs which helps children to feel settled and secure. Practitioners observe and assess children's learning to provide a range of positive learning opportunities which enable them to make good progress. Although the supervisor is qualified to provide care and education for children in the early years age range, she does not have the required qualification to supervise the out of school club. Staff work hard to safeguard children although there is a minor weakness in risk assessment. Inclusive practice is promoted throughout the setting and children are valued and respected as individuals. Although managers have clear plans for future development they do not, as yet regularly evaluate their practice.

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

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

- develop the risk assessment to include details of how risks are minimised
- update policies and procedures where necessary to correctly reflect the practice of the preschool
- further value linguistic diversity by providing resources and play opportunities to reflect children's cultural backgrounds.

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

- develop and implement an action plan that sets out how supervisors will achieve a level three qualification for the out of school care (Qualifications, training, knowledge and skills)

14/04/2009

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

The managers are clear about future improvement of the setting and ensure that they regularly evaluate children's learning and development. They spend their time observing staff and children to make certain that learning is maximised and progress is being made. Staff and parents are involved in the evaluation of the service, at staff meetings and through daily discussions. Parents also express their satisfaction with the service at regular parent evenings. The child's key worker invites them every six weeks to discuss progress, look at achievements and talk about their child's current interests. Staff are fully encouraged to pursue training opportunities to improve their qualifications and this helps to broaden their expertise. Regular staff and appraisal meetings, support staff and clarify roles and responsibilities.

The experienced staff work collaboratively to plan and provide valuable experiences for the children and to promote their welfare. They work very efficiently and are a committed team. Management ensure that they are deployed effectively to support children in each of the rooms. Children are safeguarded because the required policies and procedures are in place and are effective in practice, and all adults are vetted. Some policies are outdated and do not truly reflect the current practice of the setting, for example the behaviour policy. Written consents are obtained from parents for things like photographs being taken and visits out of the setting. The staff understand child protection issues and know the procedures to follow, should the need arise. Children take part in regular practises of the emergency evacuation procedure, to ensure they are confident in the routine. All potential hazards on the premises are minimised and daily checks of these are made. However, the current risk assessment does not detail how the risks are minimised.

All children are valued and support for children with learning difficulties and disabilities is managed well. All children are included and valued as unique individuals, as staff know each child really well. Children who speak English as an additional language are encouraged to sing songs to the children in their language, however further promotion and celebration of linguistic diversity, has not yet been extended.

## **The quality and standards of the early years provision**

The staff have a good understanding of the Early Years Foundation Stage and have a clear knowledge of children's capabilities. They establish children's starting points when children first attend and build on this knowledge. Observation and

assessment of children's learning is effective and children are given many opportunities to develop their learning in all areas based on their interests. Children enjoy good continuity of care between home and preschool because staff work in close partnership with their parents or carers. Children busy themselves in small groups trying to find animals hidden in the sand, mending all things 'broken' in the setting with a variety of tools, wearing high visibility jackets and trying to work out how to make the branches they have collected 'safer' and softer when they add them to the latest wall display they have created. Staff provide rich, enabling environments, with safe, appropriate play space and equipment.

Children are generally happy and settled and are offered a good, interesting range of activities. Staff supervise the children well and are caring and attentive to their welfare needs. They sit and chat with the children at lunch time to help and encourage them as they eat their packed lunches. Staff make both formal and informal regular observations of the children. This information is used well to monitor children's progress throughout the six areas of learning and plan future activities. Staff are skilled at questioning and extending children's thought processes during their play. This encourages them to concentrate and sustain their interest in activities. Children enjoy looking at 'big books', listening to a story and then retelling the story using their own words and props, such as puppets. The younger children observe excitedly as they watch and wait for their frogspawn to change into frogs and they use magnifying glasses to take a closer look at hissing cockroaches and tarantulas, when the 'Zoo Lab' visits. They experiment with rhythms as they sing songs outside at the tops of their voices and look to see what is underneath as they raise and lower the parachute. The children put on the Wellington boots and take umbrellas to splash in the puddles outside as it rains.

Children are becoming increasingly independent as the toys and materials are well organised and accessible to the children. They are clearly labelled, helping the children to identify them and associate print with meaning. Children have a good balance of adult- and child- initiated activities. The children get on well together and learn to help each other and to take turns.

## 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*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 3 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 3 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the manager has a qualification at a minimum of level three in a relevant area of work as set out in the National Qualifications Framework and determined by the Qualifications and Curriculum Authority (CR4.3).

10/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the manager has a qualification at a minimum of level three in a relevant area of work as set out in the National Qualifications Framework and determined by the Qualifications and Curriculum Authority (CR4.3).

10/04/2009