

# Winston's Place at Wirral Christian Centre

Inspection report for early years provision

---

<b>Unique reference number</b>	306523
<b>Inspection date</b>	25/10/2011
<b>Inspector</b>	Eileen Grimes

<b>Setting address</b>	Woodchurch Road, Birkenhead, Wirral, CH41 2UE
------------------------	---

<b>Telephone number</b>	0151 653 8307 x 113
<b>Email</b>	wcc@wcc.uk.org
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## **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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Wirral Christian Centre Trust Limited was registered in 1983. It operates from various rooms within the Wirral Christian Centre in the Birkenhead area of Liverpool. The group serves the local community and is accessible to all children. There is a fully enclosed area at the back of the building available for outdoor play. The provision is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year.

Children are able to attend for a variety of sessions. A maximum of 85 children may attend the provision at any one time. There are currently 111 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register. The group provides funded early education for two, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ 25 members of childcare staff, of these, 16 hold appropriate early years qualifications at level 3 or above and nine at level 2. The provision receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The safeguarding of children is given a high priority in the inclusive, enabling setting. The staff's strong commitment towards continual improvement and the robust training programmes continually improve outcomes for children and their families. Children make very good progress towards the early learning goals and the promotion of independent and active learning is a key strength in the setting. Very effective partnerships are maintained with parents and carers and other professionals.

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

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

- develop further opportunities for all children to have free-flow between inside and outside areas
- develop further learning journeys to show clearly how children are developing through the Early Years Foundations Stage
- develop further children's understanding of the wider community.

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

Robust and rigorous policies, procedures and records are in place. Together with the in depth knowledge and understanding of staff on child protection and other

associated issues. This ensures that children in this nursery are extremely well safeguarded. Comprehensive and detailed risk assessments are regularly completed for all areas of the setting.

The management team demonstrate a very strong commitment and capacity towards continual improvement as they achieve high quality care and education for children. All recommendations from the last inspection have been completed. A number of significant improvements have been made since the last inspection to improve outcomes for children and their families. For example, the creation of a children's kitchen area creates inviting, enabling environments, which increase play and learning opportunities for children across the age ranges. Self-evaluation programmes are regularly reviewed and parents' opinions are requested and highly valued. Reflective practice has recently been introduced to the whole staff team as a basis for continual improvement.

Staff are all highly motivated and supported by management to further raise their skills and qualifications in the comprehensive training programme. This forms a firm basis to drive improvement and continually raise standards throughout the nursery. Staff have clear roles and responsibilities and work well together within the large team. Staff have a good knowledge of equality and diversity to support individual children and parents. However, this should be developed to encourage children to develop an understanding of the wider community. Most staff have worked in the setting for many years which provides consistency and continuity for families. Good staff ratios are consistently maintained with an effective key worker system in place to strengthen links with families and support for children's individual needs and well-being. Areas within the nursery are very well organised to provide stimulating play and learning opportunities for children.

The whole nursery team place a strong emphasis of developing relationships with parents and this has resulted in very effective partnerships based on mutual respect and understanding. Staff ensure that parents are kept informed about all aspects of their child's care and education. They encourage them to read and make comments on developmental files throughout the year and at parents' evenings. From the entrance hall to the individual rooms, there is a wealth of high quality information for parents on a wide range of issues, including planning and children's work.

Staff and management have worked tirelessly to establish very effective partnerships with other professionals in the locality and those accessed by children within the nursery. They ensure that all professionals involved with the care and education of children are aware of each others aims and objectives and work together to ensure continuity and cohesion for the children in their care.

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

Children make strong progress in all areas of development and learning supported by staff who have a secure knowledge of the Early Years Foundation Stage. They

are valued and respected by staff who work hard to provide a very welcoming, secure and interesting environment with a strong emphasis on child-initiated activity. Staff understanding of how children learn and how to respond to spontaneous activities is a strength of the setting, for example, staff facilitate and develop children with imaginative play, as tell the story of Beauty and the Beast. Staff support children with resources and gradually most children in the group participate. Children scream with delight and staff become actively involved to support this play. Through the current process for observing and assessing children's progress, staff are able to identify next steps and targets and use this information successfully to provide a range of stimulating and challenging activities. However, these should be developed to clearly show how children are progressing. Staff know each child in their key groups extremely well and can articulate what each child is capable of in the various aspects of their development.

Space within all areas of the nursery is very well organised. Children have the freedom to explore and experiment with a wide range of resources, which are sensitively stored at children's level. Children are able to access the outdoor play area throughout the day, however, not all areas of the nursery have free indoor outdoor provision. The nursery has very good systems in place to support children with special educational needs and/or disabilities and to support children with English as an additional language, as staff display signs and learn words in the child's home language. Close liaison with parents and outside agencies ensures all children's needs are catered for.

Children have opportunities to develop a wide range of skills. Babies are well supported as they explore with imaginative play and experiment with paint and glue exploring texture. Older children listen with enjoyment to stories and singing and enjoy choosing their favourite books and songs to sing. Staff encourage the use of language through questioning the children about what they liked best about the story and encourage them to ask their own questions and make comments about the characters in the book. Children express themselves well and speak confidently in small and large groups. They are able to recognise their own names and are starting to link sounds and letters, supported by children having access to different media for writing and drawing. Children are learning about living things, as they care for the pet rabbit.

A healthy lifestyle is exceptionally well promoted. The access to the outdoor play areas, ensure that children benefit from regular exercise and fresh air throughout the year. Excellent hygiene practices are actively promoted and children learn why they need to wash their hands, drink fluids regularly and clean their own teeth after each meal. Food for babies and children consist of well-balanced, nutritious options, which are cooked from fresh ingredients on the premises each day. The cook is actively involved in the nursery and menus are inventive, as the cook successfully incorporates new tastes, such as various fish. Menus are displayed for parents. Children's dietary needs are rigorously protected. Younger children rest or sleep comfortably and babies sleep in cots as they follow their home routines.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. Staff also provide opportunities for children to take measured risks. They begin to consider the

consequences of their actions and learn to recognise different feelings and emotions. This is supported through the use of the person dolls and puppets. Children develop a strong sense of ownership as work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being as they learn to solve problems together. Children are extremely well-behaved as they happily share, take turns and play together cooperatively. They understand what is expected of them, as staff provide reasonable boundaries and as such are developing a sense of right and wrong. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff act as positive role models.

## 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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



