

Broadbeans

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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

Broadbeans is an out of school provision which registered in 2011. and is privately owned. It operates from Great Meols Primary School, Meols, Wirral. The provision has strong links with the school that it serves. It is accessible to all children and there are fully enclosed areas available for outdoor play.

The provision opens Monday to Friday during school term times. Sessions are from 7.30am to 8.40am and 3.30pm to 5.45pm. Children are able to attend for a variety of sessions. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 48 children may attend the provision at any one time, all of whom may be on the Early Years Register. There are currently seven children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years.

The manager/owner employs four members of childcare staff. Of these, the manager and two staff hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in a welcoming and stimulating environment because it is well organised with defined areas. Children's unique needs are well met and they make good progress in their learning and development. The setting is safe and secure. However, all of the required documentation to ensure the safety and welfare of children is not in place. The manager has developed her service since opening and generally demonstrates the capacity to maintain continuous improvement. Good partnerships with parents and the school are well developed. The manager is well aware of the importance to work with other agencies to ensure that the needs of all children are met.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and review it regularly, at least once a year or more frequently where the need arises (Suitable premises, environment and equipment). (also applies both parts of the Childcare Register)

15/12/2011

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

- develop further systems for self-evaluation to ensure that priorities for improvement are accurately identified.
- build upon learning and development records.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected because the staff are knowledgeable about local safeguarding policies and good procedures are in place. Staff are aware of the possible indicators of abuse and know what actions to take if they have any concerns about a child in their care, including what to do if an allegation is made against a member of staff. Recruitment procedures are good. Evidence of enhanced disclosure numbers and dates are available for all staff. Staff benefit from induction programmes and appraisals. Checklists and staff practice help to ensure good standards of health and safety are maintained. However, annual risk assessments are not in place. This is a breach of legal requirements.

The staff have a good knowledge of the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children. For example, they move freely from room to room choosing their own resources, and this enables them to thrive and make good progress in their development. The setting is a welcoming and calm environment, providing the children with varied and imaginative resources and equipment, including a range of natural materials, that are well maintained. Toys and resources available in the rooms are arranged to enable children to access them independently.

Resources are available that promote positive images of diversity and enhance children's awareness of the wider world. Children celebrate a range of festivals and celebrations. An effective equal opportunities policy is implemented by staff to support all children well. This ensures that the individual needs of all children are met and all children are included fully. Self-evaluation is sufficient, involving parents and children. For example, following evaluation, a parent wanted further information on snacks offered to the children, so the setting provided parents with a menu. Parents and carers are happy with the service provided and make positive comments in their evaluations. The manager is ambitious, however, self-evaluation and reflection are limited and do not fully identify key priorities for improvement.

The setting promotes good communication with parents and has established a good two-way flow of information to ensure they meet children's individual requirements. Staff speak to parents at the end of the session to share information about how the children have spent their time. The setting has a good relationship with the school. The manager also fully understands the importance of working in partnership with others to improve outcomes for children. The setting demonstrates a commitment and enthusiasm to update knowledge, skills and practice to benefit the children who attend. For example, some staff have been on further Early Years Foundation Stage training.

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

Children are making good progress in their learning and development because the staff are calm and have a good understanding of how children learn. Learning is also developed through older children's modelling of good behaviour and their willingness to involve and support the younger children. Children enjoy an interesting range of activities which have clear links to the areas of learning in the Early Years Foundation Stage. An effective way of recording observations is in place; these are then used to inform planning to meet children's individual needs and interests. However, records of children's learning and development are still being developed. This does not impact on outcomes for the children as staff hold good knowledge about each child and plan well for their next steps. Children settle well in familiar surroundings where the staff are sensitive to their needs and interests. Children demonstrate their independence as they move around the setting selecting different toys and resources to play with. The appropriate organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners. There are low-level trays to access creative materials, along with tables, sofas, beanbags and floor space.

Children develop an understanding of mathematical concepts through daily routines and play, for example, counting and recognising numbers while using the computer. Children's language development is well supported by the staff through positive interaction and a huge range of books. Children play very well together; they independently access a timer to support them to share the games console. They are able to rest in the quiet room where there are cushions, beanbags, a sofa and rugs. A computer and games console is available to give children opportunities to acquire skills in operating equipment. Children are encouraged to investigate with a range of resources and appropriate interaction from staff. Through everyday routines, children are developing an understanding of the importance of effective personal hygiene practices, for example, they wash their hands at appropriate times throughout the session. The children have a good understanding of making healthy choices. They are offered a choice of healthy snacks, and snack time is a real social occasion for the children. Their independence is promoted as they pour their own drinks and serve food.

Overall, opportunities for children to be active are good. They frequently play physical activities, such as dance, which supports healthy growth and physical development. They have equipment to access, such as bats, balls, ribbons and large-scale equipment that encourages children to climb. In addition, through painting, drawing and malleable activities the children are developing their dexterity and coordination skills. Access to outside play is generally available throughout the session. The outdoor area is particularly well resourced with natural materials and is imaginatively laid out. Children are learning to keep themselves safe through practical daily routines. Children have been involved in making their own rules. Their behaviour is good and lots of praise is given for positive behaviour. As a result, they are developing good self-esteem and understand when they have done well.

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	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

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

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 15/12/2011

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 15/12/2011