

Leasowe Early Years & Adult Learning Centre

Inspection report for early years provision

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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).

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

Leasowe Early Years and Adult Learning Centre is run by Wirral Borough Council. It was registered in 2003 and operates from three rooms within the centre which is situated in the Leasowe area of Wirral, Cheshire. Children have access to a secure outdoor play area. The setting offers full day care to children from the local and surrounding area. The setting is open Monday to Friday from 8.00am to 6pm for 50 weeks of the year. The setting is closed at Christmas and for five training days.

The setting is registered to care for a maximum of 97 children aged under eight years. All of whom may be in the early years age group. There are currently 32 attending who are within the early years age group. Of these, four are in receipt of funding for free early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager who work directly with the children. Of these, four hold a relevant qualification at level 3 in early years, two hold a qualification at level 2 in early years and one holds a qualification at level 6. 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 are welcomed into a warm, safe and fully inclusive environment. Staff know the children well and respect them as unique individuals. In the main, the range of activities provided ensures all children make good progress in their learning and development. Highly effective partnerships with parents and carers and other agencies ensure that the needs of all children are met, along with any additional support needs. Systems for self-evaluation and reflection are good and demonstrate the setting's commitment to continuous improvement.

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 children to select and use arts and crafts activities and mark making resources independently
- develop further the systems for summative assessments to more consistently track and record the children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff clearly understand their responsibility in the event of a concern or allegation of abuse. Robust recruitment and vetting procedures ensure staff are checked for their suitability to work with children. Thorough risk assessments are carried out to identify and minimise any hazards. Records, policies and procedures are well organised, regularly reviewed and are effective in supporting children's welfare.

Toys and resources available are mostly arranged well to enable children to access them independently. However, arts and craft activities and opportunities for mark making are less accessible to children.

The setting successfully provides an inclusive service for children and their families. Equality and diversity is well fostered through a good range of activities and resources. Excellent partnerships contribute to positive outcomes for children. The setting and parents and carers share important information about their child's starting points and progress using effective assessment systems and regular reviews. Verbal exchange of information, daily record sheets and incidental observations are shared at the end of each day to keep them fully up to date. This means that parents are actively involved in their child's learning and each child is well supported in making progress towards the early learning goals. Parents and carers speak highly about the setting, detailing aspects such as the dedicated and loyal staff, good activities and shared information. The excellent partnerships with other professionals ensure children with special educational needs and/or disabilities are extremely well supported.

Good systems are in place for self-evaluation and reflection. Staff are committed and supported well to further raise their skills through ongoing training and development. There are clear systems in place to keep staff up to date which contributes to the smooth running of the setting. The successful completion of recommendations raised at the last inspection and on-going self-evaluation with clear plans for further development demonstrates clearly the setting's strong commitment to driving improvement.

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

An effective key person system ensures staff know the children well. Young babies form close attachments to their assigned key person and enjoy the individual attention they receive. As a result, children are settled in the warm and homely environment. Many children demonstrate their independence as they select from a variety of toys and resources. Babies confidently explore an interesting range of natural resources and activities that promote their sensory development. They show delight as they explore the texture of cornflour mixed with cold water. Children's behaviour and attitude to learning is good, they share and take turns and join together in play. A systematic way of recording observations is in place, which is used well to inform planning to meet children's individual needs and

interests and challenge their learning. However, the system for recording and tracking children's progress consistently through a summative assessment is in the early stages.

Children spend time in the 'communication friendly spaces' that are inviting and calm, this supports children's speaking and listening skills very well. Children's language development is well supported by the staff through positive interaction and strategies. For example, good use is made of signing and visual timetables to communicate with all children and help them understand what is going to happen next. Children develop an early understanding of mathematical concepts through daily routines and play, for example, counting and early calculation during number rhymes and counting objects during their play. Babies investigate shape sorters confidently and show good levels of perseverance to complete the task. Children are developing good skills for the future as they skilfully use digital cameras, remote controlled toys and the interactive white board.

The extent to which children adopt a healthy lifestyle is good. Children learn about the growing process as they are involved in growing plants, fruit and vegetables, which they help prepare for their snack. The setting has a strong commitment to sustainability, involving the children in recycling paper. Children have good opportunities to be active and show excitement as they play in the challenging and stimulating outdoor area. For example, children wear waterproof suits and boots and thoroughly enjoy splashing in puddles and stamping in mud. Children increase their strength as they use ropes to swing and balance. Children are developing an understanding of their own and others safety through gentle reminders from the staff about using tools and equipment safely. Children clearly enjoy and achieve well due to the planned and purposeful play and exploration provided for their enjoyment.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

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 | 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage

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| 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

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