

# Early Days Pre-School, Out of School and Holiday Club

Inspection report for early years provision

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**Unique reference number**

306381

**Inspection date**

01/12/2011

**Inspector**

Ros Vahey

**Setting address**

Early Days Childcare Centre, Morland Avenue,  
Bromborough, Wirral, Merseyside, CH62 6BD

**Telephone number**

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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**

Early Days Pre-School, Out of School and Holiday Club is run by a not-for-profit limited company and was registered in 1995. It operates from premises situated in Morland Avenue, Bromborough. The pre-school serves the local area and has strong links with local services including the children's centre. There is a fully enclosed area for outdoor play.

The pre-school opens Monday to Friday term time only between 9am and 3pm. Children are able to attend for a variety of sessions and hours. The pre-school is registered on the Early Years Register for no more than 24 children at any one time. It is also registered on the compulsory and voluntary parts of the Childcare Register. The provision also runs a holiday club which opens all year round except for bank holidays, and a week during Christmas and New Year. The holiday club is open from 8am to 5.40pm. During term time the out of school club operates from 8am to 8.50am and from 3.15pm to 5.40pm.

There are currently 70 children on roll who are within the early years age range between the ages of two-and-a-half years and four years. The pre-school also offers care to children aged four years and above. It provides funded early education for three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. Early Days Childcare employs 10 members of childcare staff, all of whom hold level 3 qualifications. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

Children's individual needs are well supported and valued by the staff so they are settled and secure. Staff plan a good range of activities enabling children to take an active part in the learning opportunities provided so they make good progress. Staff are responsible in their approach to the children's health, and welfare needs so generally most behaviour is acceptable. The overall partnership with the parents and other services meets the children's inclusive needs. The staff take effective steps to evaluate their practice which includes identifying their strengths and areas which require further improvement.

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

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

- develop observation and assessment systems in place to consistently and clearly identify the next steps for children as they progress towards the early learning goals
- improve access for children to independently choose and enjoy books

- improve children's knowledge and understanding of acceptable behaviour.

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

Children are safeguarded and well protected in the setting because the staff have a good knowledge of local safeguarding procedures. They are well informed about child protection procedures and have the appropriate contact details available should they be concerned about a child. All staff are suitably vetted and children are kept safe because staff are vigilant and supervise them well. Senior management review the risk assessments which cover all areas of the setting, including the outdoor area. Children are safe when using equipment and resources as the staff check the equipment before it is used. The staff keep good records including accident, medication and attendance records.

Staff are knowledgeable about the Statutory Framework for the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised. Children can independently access resources, including technological toys, such as computers. They are able to choose what they would like to play for themselves, such as the 'home corner' or the sand tray. However, too few books are readily available for the children to choose, limiting their ability to develop their early reading skills.

The management are very aware of the setting's strengths and weaknesses. They continually looks for ways to improve the provision for the children and have addressed previous recommendations promptly and effective. For example, the setting have reviewed and revised all the policies and practice to ensure that safeguarding children is a priority.

Staff form close working relationships with parents and carers. The key workers obtain useful information about each child's starting points, such as what they can do themselves, as well as their dietary and personal care needs. This means that parents' wishes and children's individual needs are effectively met. Staff and parents share important information about their child's ongoing progress. This ensures that parents are involved in their child's learning and each child is well supported in making good progress towards the early learning goals. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning. The staff offer sensitive and caring support to children who experience special educational needs and/or disabilities. This includes appropriate individual education plans as well as effective family support. This enables children to reach their full potential. Children are learning to develop positive attitudes towards themselves and others because staff have an inclusive approach and teach the children about other cultures, languages and beliefs.

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

Children enjoy being in this setting and are familiar and secure in daily routines because the staff are careful to meet their needs. Children are able to move freely and safely around the setting because the staff ensure their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's good health is promoted effectively. They readily wash their hands before a snack due to good hygiene routines being well established. Children are starting to learn about making good choices in food because they are offered healthy options, such as a variety of fruit and wholemeal toast. They have access to fresh air everyday and are developing good physical skills in walking, running and climbing because they make use of a variety of resources. For example, they use the climbing frame with a slide and pole and other equipment to test and challenge their skills.

Children are making good progress towards the early learning goals because staff plan activities around their interests and needs. They carry out observations, noting what children can do, although clearly identifying what children need to do next is less consistent. Children are developing good language skills. They enjoy listening to stories, singing songs and rhymes and talking about their experiences. The children have a wide range of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with paints and pens. They are learning to count up to 10 and there is a strong emphasis on developing an understanding of number in everyday activities, such as taking the register.

Staff promote children's knowledge and understanding of the world through a variety of activities, such as using play dough or playing with small world figures. Children are also gaining good skills in using technology as they access programmes via the computer and other electronic toys. This means that children are also developing good skills for the future. Children generally behave well in the setting. There is a code of conduct for good behaviour, although young children do not fully understand these rules. Staff supervise them using praise and kindness to build their self-esteem. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and some festivals together. They also enjoy music and dancing from other cultures and countries.

## 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	3
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

<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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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