

Portico at St Johns

Inspection report for early years provision

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Inspector Jan Linsdell

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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

Portico at St Johns was registered in 2011. The nursery is one of five settings run by a limited company and operates from designated areas within St Johns Children's Centre in Skelmersdale. Children are cared for in two rooms and have shared use of a sensory room, creche, school hall, library and outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children aged from birth to under eight years may attend the nursery at any one time. There are currently 97 children on roll, all of whom are within the early years age range and of these, 24 receive funding for free early education. The nursery supports children who speak English as an additional language.

The nursery employs 13 members of staff including the manager. Of these, three hold appropriate early years qualifications at level 4, eight hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The nursery also employs a cook. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a welcoming, vibrant and highly stimulating environment for the children. They implement effective systems to ensure children make good progress in their learning and development. High priority is given to promoting children's good health and supporting them to lead healthy lifestyles. Inclusion and diversity are well promoted and overall, good arrangements are in place for ensuring children's safety. Strong partnerships with parents, carers and other professionals contribute positively to children's welfare and learning. Successful self-evaluation and targeted development plans demonstrate the setting's strong commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- reassess the shared use of outdoor play space and make necessary adjustments to improve the supervision and safety of children at these times
- extend children's knowledge and understanding of the world by planning time for visits in the local area.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear understanding of safeguarding issues and the procedures to protect children from harm. The safeguarding display provides good information about how to deal with any concerns about children's welfare. Recruitment and vetting procedures are robust and ensure all staff are suitable to work with children. All required records to ensure the nursery is managed efficiently are in place and well-maintained. Risk assessments effectively identify and eliminate hazards to children's safety and overall, children are well supervised. However, outdoor play space is sometimes shared with the school and during these times the area becomes congested. This makes it difficult for staff to closely monitor children's whereabouts.

The indoor and outdoor environments are superb, offering many exciting learning opportunities for the children to enjoy. High-quality resources and equipment fully support all areas of children's learning. As a result, children move freely between areas and make plenty of independent choices in their play. Staff successfully promote equality and diversity. They work closely with parents and other professionals to make sure children receive the support they need. Various positive images, resources and activities are provided to raise children's awareness of cultural diversity.

The owner and staff show passion and drive to deliver high standards of care and education for all children. They welcome external support and show enthusiasm for participating in quality improvement schemes to enhance practice. Self-evaluation accurately reflects the setting's strengths and identifies where further improvements can be made. Partnerships with other professionals are well established and strong links with the children's centre and school positively promotes continuity in children's care and learning. Engagement with parents and carers is developing very well. Parents receive good quality information about the nursery and children's ongoing progress. Home diaries and planned parents' evenings help to keep parents well informed. Parents express very positive comments about the nursery and they are happy with the progress children are making.

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

Well-qualified, attentive and enthusiastic staff successfully support children in their learning and development. Children thrive because of the setting they are in and the continuous provision of high-quality resources means they eagerly join in with all activities on offer. Systems for observing and assessing children's development are consistently well-implemented and very effective tracking systems ensure children's ongoing progress is closely monitored. Consequently, children achieve well, enjoy their learning and make good progress towards the early learning goals. However, the local area is not always used to enhance the learning programme and there are limited plans for all children to enjoy visits in the local

community. This restricts opportunities to expand children's knowledge and understanding of the world.

Children show they feel safe in the nursery. Good quality interactions and well organised routines promote their sense of security and belonging. Staff successfully encourage children's social development at mealtimes and highlight the benefits of making healthy choices. They promote children's physical health and well-being exceptionally well. Outside space is extensive and extremely well-equipped to offer many physical challenges. Children also enjoy various exercise sessions, where they dance and stretch to music. They follow very good hygiene routines and they confidently explain why hand-washing is important. Healthy meals are freshly-prepared and enjoyed by all, and plenty of fresh fruit and vegetables are provided throughout the day.

Children develop good skills for the future. They learn to count and problem-solve, as they build with the wooden blocks and they develop their understanding of technology when they use the interactive white board. Staff use resources, such as, the 'lips box' to encourage children's language and communication and there are plenty of mark making opportunities to support children's early writing skills. The sensory room and sensory garden provides good opportunities for children to explore using all their senses. For example, they enjoy examining the coloured lights in the dark and making popping sounds when they walk across the bubble sheet in bare feet. The 'mound' is an exciting space for children to explore, use their imagination, climb trees and hunt for bugs.

Children take part in activities to promote their understanding of diversity. For example, they make Rangoli patterns during Diwali celebrations and enjoy tasting different ethnic foods. Children have good opportunities to develop their self-care skills and become independent. Friendships are encouraged and children behave well. This is because staff give clear explanations, set appropriate boundaries and provide lots of praise and encouragement to boost children's confidence.

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	1
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	1
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