

First Class Nursery

Inspection report for early years provision

Unique reference number

EY312979

Inspection date

23/02/2012

Inspector

Susan Rae

Setting address

St Thomas C Of E Primary School, Kenyons Lane, Lydiate,
Liverpool, Merseyside, L31 0BP

Telephone number

0151 531 1887

Email

Type of setting

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

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

First Class Nursery is one of five settings operated by the Maryvale Nursery Ltd organisation. It has been registered since 2005. The nursery operates from a self contained room attached to St Thomas Primary School in Lydiate, Merseyside.

A maximum of 24 children may attend at any one time. There are currently 40 children aged two to four years on roll, of which 30 receive nursery education funding. The nursery operates from 8am until 6pm Monday to Friday, all year round.

The setting employs four staff. All staff have appropriate early years childcare qualifications. Two members of staff are working towards additional qualification. The nursery receives support from Sefton Early Years Childcare Quality Inclusion Service (SEYCQIS).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the staff demonstrate good knowledge and understanding of the Early Years Foundation Stage. They know the children well and work closely with parents and carers. This ensures that children's individual needs are sensitively met. Children's learning is well supported by a large range of toys and resources that are accessible to them. Partnerships with parents and others are well established and have a positive impact on outcomes for children. Parents are delighted with the provision made for their children. The nurseries links with other professionals ensures that children's welfare and developmental needs are met. The nursery needs to further develop the way in which they evaluate the quality of the provision, however they have identified their strengths and the areas for development.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation, including the steps taken to promote improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the nursery because the staff have good knowledge of safeguarding policies. They have effective procedures in place to manage any concerns they may have about the children in their care. Staff are

also appropriately vetted and suitable to work with young children. The environment is very conducive to learning and is exceptionally well maintained ensuring children have access to all resources. The daily risk assessments cover all areas used by the setting, including the outdoors. This means that children are able to move safely and freely around the nursery. For example ensuring the outdoor space is safe to use at all times. All other records are effectively monitored, ensuring children and parent details remain up-to-date. Staff are knowledgeable about the Early Year's Foundation Stage and use this well to support children's development. Staff implement a key worker system to observe, assess and plan children's learning, enabling the children to thrive and make good progress in their next steps.

The nursery has good partnerships with parents, carers, professionals and other organisations. Parents are encouraged to complete the nurseries 'WOW' moments form, this records any special moment to be shared, ensuring that the children interests are being met. Children's files are easily accessible for children, parents and carers to read at anytime and make comments. The nursery values parents and carers and encourages them to become involved in their child's learning.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. Staff also promote equality and diversity through the implementing of policies and procedures this means that the individual needs of all children are met and are fully included in the life of the setting.

The nursery is in the process of further developing methods of recording self-evaluation through self-reflection and evaluations from parents and carers. The nursery receives support from Sefton Early Years childcare Quality Inclusion Service. This enables areas for improvement to be identified and plans developed. The Nursery has addressed previous recommendations effectively. For example they have developed a good system for assessing and recording children's progression, and planning for the children's next steps.

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

Children really enjoy being at the nursery and move around independently, confident and secure in the routines being provided. Children are able to move around freely and safely because staff ensure that the environment is safe. For example the children 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 positively by the staff. Healthy snacks are provided to the children who are given the opportunity to prepare the food and to self-serve. This promotes the children's independence, self-esteem and social skills. Children start to learn about making good choices in food because they are offered healthy options such as vegetables, fruit and bread sticks. Children willingly wash their hands before snack because good hand washing routines are well

established. Children are able to play outdoors and independently access their outdoor clothing when required. Outside, the children have access to a wide range of resources including sand, see-saw, balancing equipment, musical instruments to further test and challenge their skills.

The environment is number and word rich and this helps children to recognise numbers and words and see how they are used. Attractive displays of children's work and photographs of them involved in play, help to inform parents and add to children's self-esteem. Each child is valued for who they are and staff know the children in their care well. Children are making good progress towards the Early Learning Goals because the staff plan activities around the interest and needs of the children. Staff observe children regularly to ensure that the activities that are being offered can be adapted to meet individual children's needs. The children enjoy playing in the home corner using their imagination, knowledge and understanding of the world. Children independently access the craft area and have time to make creative pictures with adult help and support if required. Children are actively encouraged to clean up after messy play and do so enthusiastically. When accessing the outdoor area children are encouraged to independently put on their outdoor clothing; assistance is given if required. This means that children are developing good independent skills for the future.

Children behave really well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing respect for themselves and others and are learning about other cultures and beliefs. This is because the staff make use of celebrations, festivals in the local community and provided a good selection of pictures, books and activities that introduce children to other cultures, disabilities and beliefs.

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
--	---

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	1
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

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