

Our Lady's First Steps Nursery and Kids Club

Inspection report for early years provision

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Inspector	Jan Linsdell
Setting address	Our Lady's First Steps Nursery, Clinton View, Widnes, Cheshire, WA8 8JN
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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

Our Lady's First Steps Nursery and Kids Club was registered in 2004. The setting is run by a committee and operates from a single-storey building situated within the grounds of Our Lady of Perpetual Succour Catholic Primary School in Widnes, Cheshire. Children have access to six rooms with secure outdoor play areas, and shared use of the school grounds. The nursery is open each weekday, from 8am to 6pm, all year round. During term time, the Kids Club is open to children attending the host school and operates each weekday, from 8am to 9am and 3.15pm to 6pm. During school holidays, the club is open to the wider community and operates each weekday, from 8am to 6pm.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 105 children aged from birth to under eight years may attend the setting at any one time. Children aged eight years to 11 years also attend the out of school club. There are currently 193 children on roll. Of these, 169 are under eight years and of these, 151 are within the early years age range. There are 78 children attending who receive funding for free early education. The setting supports children with special educational needs and/or disabilities.

The setting employs 29 members of staff including the manager. Of these, 24 hold appropriate early years qualifications at level 3 and five hold appropriate early years qualifications at level 2. 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's welfare is well promoted and they make good progress in their learning and development. Engagement with parents and carers and the use of resources are significant strengths. Staff promote inclusive practice well and work successfully with other professionals to meet children's individual needs. Links with other settings are developing and aspects relating to children's health are satisfactory. Systems used to evaluate the quality of the setting and identify areas for development are very effective, which shows the setting's strong capacity for maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- treat mealtimes as an opportunity to promote children's social and independent skills, while enjoying appetising food and highlighting the importance of making healthy choices
- maintain a regular two-way flow of information between providers, such as schools, to make sure what is provided in the Kids Club complements

children's education and promotes continuity in their learning.

The effectiveness of leadership and management of the early years provision

All staff are trained in safeguarding children. They demonstrate a clear understanding of the indicators of abuse and how to implement the procedures to keep children safe from harm. Staff undergo necessary checks and attend regular training, which means children are cared for by suitable and well-qualified adults. Required documentation is well maintained, ensuring the setting is efficiently led and managed. Staff supervise the children closely and implement positive procedures to ensure any hazards to their safety are kept to a minimum.

Clearly defined play areas and high quality resources create a vibrant environment, which fully promotes all aspects of children's enjoyment and learning. Outdoor play areas are inviting and well-equipped, but they are not easily accessible to the younger children. The manager has identified this as a priority for improvement. Staff successfully promote equality and diversity and demonstrate good knowledge of children's individual needs and backgrounds. Children with special educational needs and/or disabilities are very well supported. This is because staff work closely with parents and other professionals, to understand children's needs and provide tailored support.

The team are motivated to seek further improvement and use various quality improvement tools really well, such as the Early Childhood Environmental Rating Scales, to identify strengths and target areas for development. The setting has also achieved 'I Can' accreditation for supporting children's communication. Recommendations from the last inspection have been fully addressed. For example, a number of staff are trained in first aid, drinking water is freely available and a wide range of positive images, displays and resources help children to appreciate diversity.

Engagement with parents and carers is excellent, which significantly contributes to children's care and learning. Parents receive a wealth of information about the setting and have many opportunities to be fully involved in the children's learning. Parents express high levels of satisfaction with the setting and comment that children are in 'safe hands' and they 'come on leaps and bounds'. Partnership working overall is effective and strong links are established with a wide range of professionals to ensure children's needs are addressed. This is less effective in the Kids Club because systems for sharing information to support children's learning needs are still being developed.

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

Staff demonstrate a good understanding of how to support children's learning and development. Playrooms are very well organised so that children can help themselves to resources of their choice. Children delight in participating in exciting

group games, where skilled staff use a variety of props to encourage interactive learning. Consistent observations are carried out and key staff use this information well to plan for individual children. Tracking documents are used to monitor children's development and parents are invited to comment on children's progress reports. Consequently, children enjoy their learning and make good progress towards the early learning goals.

Staff build close and supportive relationships with the children, which helps them to feel safe and secure. Good quality displays that celebrate children's achievements, along with plenty of photographs of the children promote a strong sense of belonging. Children enjoy a wide range of activities that promote their creativity and imagination. Sand, paint, and well equipped sensory areas are freely accessible, and children delight in joining in with action songs and using musical instruments to dance along to music.

Overall, children's health needs are adequately met. They enjoy regular opportunities to exercise in the fresh air and practice their physical skills. They follow good hygiene routines, such as washing their hands and brushing their teeth. Child-friendly posters remind them how to do this properly. Inspection of menus, discussions with staff and a healthy eating award shows that children are normally offered balanced, nutritious and healthy meals. However, during the inspection, the lunch provided was not very appetising. Also, children are not always encouraged to self-serve or make healthy choices in relation to food.

Children develop good skills for the future. They use some electronic equipment, such as computer games to support their understanding of technology. They have good opportunities to count, recognise numbers and use simple calculation, such as working out how many currant buns are left when they take one away. Children enjoy interesting activities that help them to develop their listening skills and to link sounds and letters. They are well behaved and polite and they help with small task, such as brushing up the sand. Children learn about the natural world, as they help care for the fish and grow flowers, tomatoes and plant seeds. Their understanding of the local community is well promoted through outings to the hospital, library and zoo.

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	1

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	3
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