

Somerville Community Scheme

Inspection report for early years provision

Unique reference number	306487
Inspection date	26/03/2012
Inspector	Jean Thomas

Setting address	Somerville Primary School, Northbrook Road, Wallasey, Wirral, CH44 9EA
Telephone number	0151 637 2467
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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

Somerville Pre-School and Oscars Out of School opened in 1996. The committee are the registered providers for the provision. The groups operate from two playrooms sited in a mobile unit within the grounds of Somerville Primary School. The provision is accessible to all children and there is a fully enclosed area available for outdoor play.

Somerville Pre-School and Oscars Out of School is open Monday to Friday from 8.00am until 6pm. The pre-school sessions are term time only from 8.45am until 11.45am and from 12noon until 3pm. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time of whom 30 may be on the Early Years Register. There are currently 64 children attending who are within the Early Years Foundation Stage. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Somerville Pre-School and Oscars Out of School employs 12 members of childcare staff of whom 10 hold appropriate early years and playwork qualifications. The Somerville Pre-School and Oscars Out of School receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most aspects of the setting are strong, with some areas being outstanding. Children make outstanding progress in this highly caring and inclusive setting. Staff highly respect and value the uniqueness of each child and plan to support children's progress towards the early learning goals. Overall, children are effectively safeguarded to protect them from harm. The partnership with parents and other professionals is good, with effective systems in place overall to involve parents in their child's learning and development. The commitment to maintaining continuous improvement is strong, although the self-evaluation process does not routinely include the views of all users.

What steps need to be taken to improve provision further?

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

- develop further the sharing of the next steps planning with parents to enhance the opportunities for them to be involved in their child's learning
- revise aspects of the safeguarding procedures to ensure they are fully effective in protecting children from harm
- develop further the self-evaluation process to involve children and parents in the process to identify the priorities for future development.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues. They have undertaken specific training and safeguarding is regularly discussed at team meetings. There are designated safeguarding officers who provide leadership in this field. However, there are a few inconsistencies in staff's knowledge about aspects of safeguarding procedures. In addition, some aspects of the documented safeguarding procedures are not fully clear to ensure they can be effectively implemented. The safeguarding policies are shared with parents to make them aware of the setting's responsibilities. The setting operates a strong staff recruitment system to effectively check staff's suitability to be employed to work with children. Risk assessments are in place and daily safety checks are carried out to minimise hazards to children. Regulatory documentation is maintained for the safe and effective management of the provision.

The committee and staff demonstrate a strong commitment to the continuous improvement of the quality of provision offered to children and families. The Ofsted self-evaluation format and the Early Years Quality Improvement Support Programme are used to reflect on practice and identify areas for improvement. However, parents and children are not routinely involved in the review and evaluation of the setting as part of a collaborative approach to this process. Staff show commitment to developing their knowledge and skills through training. Two members of staff are at the latter stages of completing an Early Years degree. The recommendations from the previous inspection have been fully met. The implementation of the Early Years Foundation Stage has addressed the recommendations relating to tracking children's progress across the areas of learning and the grouping of children to maximise their learning opportunities. Guidance has been sought from the fire safety officer regarding the fire doors. A nappy changing table has been installed to ensure privacy when attending to children's personal care needs.

Staff work well together as a professional and dedicated team. They are effectively deployed to meet the needs of the children. Key persons have allotted time each week, when they are not working directly with the children, to complete their personalised planning. A key management task is analysing the planning to track children's progress. The information gathered from this comprehensive process is used to support each child in reaching their full potential. Staff are extremely dedicated to promoting equality of opportunity and inclusive practice. Children learn about a diversity society and the wider world through innovative and meaningful planned activities, discussions and appropriate resources. Staff seek guidance from parents to support both bilingual children, or where English is an additional language. For example, staff learn key words and display words in the children's first language around the play rooms. Staff follow guidance from other professional agencies to support children with specific learning needs and/or disabilities.

The strength of partnerships with parents ensures key persons have a secure

understanding of children's individual needs, likes and interests. A wealth of information is displayed to inform parents about the organisation of the provision, the Early Year Foundation Stage and the planning of activities. The children's learning journals are shared with parents and they are encouraged to contribute to this record and to be involved with their child's learning. The journals contain photographs, samples of children's work and key person assessments. However, plans for children's next steps are not kept consistently up-to-date so that parents always receive the most current information. Parents verbally express their great satisfaction with the provision. Effective systems are in place to assist children's smooth transition to school. The provision has previous experience of working with other providers delivering the Early Years Foundation Stage and this ensures they work collaboratively to promote continuity and progression.

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

Staff actively support children in their learning and development and create a stimulating learning environment. As a result, children are highly motivated and participate in purposeful play and exploration. Outdoor learning is planned across the six areas of learning and is highly valued by staff. Children are extremely confident in making independent choices and initiating their own play. Ongoing observations are completed on the children during play. Key persons use this information to identify challenging personalised planning. Staff have a flexible approach to implementing planning, and this reflects the high emphasis placed on responding to children's interests and ideas. Key persons are secure in their knowledge of learning intentions and are able to promote the desired outcomes in the different activities children pursue. Children know their key person and describe them as their special person. Establishing children's sense of security is the basis for the outstanding progress being made towards the early learning goals.

Children show confidence in asking questions and engaging in conversations with staff and their friends, which supports their language and communication skills. They enjoy listening to stories, singing rhymes and have plenty of opportunities to make marks. Many children are forming recognisable letters and some write their name. Numerals are attractively displayed in many locations, both inside and outside. For example, numbers hang from tree branches and are attached to the fence. Children spontaneously introduce counting and calculating in their play. Staff effectively incorporate problem solving, reasoning and numeracy into activities. For example, in an activity about the lives of children in the wider world and the availability of water, the children developed their understanding of weight, measure and distance. Nurturing children's understanding of not wasting the earth's resources is intrinsic in their everyday experiences and planned activities. Children are creative and express their ideas using a range of resources including role play, small world play, art and craft. They explore sound as they use a wide range of musical instruments. Children learn about technology, for example, they enjoy educational games as they skilfully operate the interactive computer wall board. Children learn to look after themselves and play safely. They independently, and without prompting, put on safety helmets before playing on wheeled toys.

Children have outstanding opportunities to develop skills in communicating, literacy, numeracy and technology resources, which has a positive impact on their future economic well-being.

A healthy lifestyle is promoted to nurture children's enjoyment in physical activity and understanding of healthy eating. The provision has received an accreditation for health promotion in early years. Children benefit from fresh air each session. They enjoy being energetic in their play. There is a sense of fun as staff and children act out a familiar story and develop it into a game of hide and chase. Children gain confidence in their physical abilities due to the support and sensitive encouragement they receive. Parents provide packed lunches and the setting provides breakfast and healthy snack options. Drinking water is available at all times. Children's behaviour is exemplary. Children follow examples shown by staff, who are excellent role models. Children's involvement in charity events supports their understanding that they belong to a local and wider community.

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	1
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	1
The extent to which children achieve and enjoy their learning	1
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	1

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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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