

Shoreside Out of School Services

Inspection report for early years provision

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Inspector

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Setting address

Shoreside Primary School, Westminster Drive, Ainsdale,
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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

Shoreside Out of School Services, which includes Tadpole Nursery, is managed by a committee. It was registered in 2000 and operates from the nursery playroom, infant hall, middle area classroom and library of Shoreside Primary School, which is situated in the Ainsdale area of Southport in Merseyside. Children have access to a secure enclosed outdoor play area. A maximum of 32 children aged from three to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 Years. The nursery provision is open Monday to Friday from 9am to 3.30pm term time only. The out of school club, which offers care to children aged five to eleven years, is open from 8am to 8.45am and from 3.15pm to 5.50pm term time only. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 82 children on roll. Of these, 54 are under eight years and of these 32 are within the early years age group. A total of 23 children are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs four members of staff, including a manager, who work directly with the children. All of the staff hold a qualification at level 3 in early years. The out of school club employs five members of staff, including the manager. Of these, four hold a qualification at level 3 and one is unqualified. 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 and learning needs are successfully promoted throughout most areas of the provision. Children make good progress in their learning and development and enjoy a wide range of highly enjoyable activities, experiences and resources. Staff attend some opportunities for training and have developed well organised systems for observing, assessing and planning for children. Children are valued as unique individuals and a positive inclusive ethos runs throughout the setting. Children's progress is effectively shared through good quality partnerships with parents, carers and with other professionals. The setting is fully committed to developing further and uses reflective practice and self-evaluation effectively to ensure that the service is continually improving.

What steps need to be taken to improve provision further?

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

- review procedures to ensure that training made available for staff by the local authority and other sources is fully utilised

- develop further indoor spaces so that they can be used flexibly and an age-appropriate range of activities and resources are provided for children accessing the before school provision.

The effectiveness of leadership and management of the early years provision

The committee and staff team ensure the safety and welfare of children is given high priority throughout the setting. Arrangements for safeguarding children are comprehensive and staff show a good understanding of safeguarding procedures. Effective recruitment, employment and induction procedures are in place to protect children. Policies and procedures are reviewed to ensure they continue to meet requirements. The organisation and management of the setting is strong and staff are fully committed to improving outcomes for children. For example, staff ensure that planning is based on children's interests to effectively engage them in learning opportunities.

Overall, staff use the environment and resources within the indoor and outdoor areas to good effect, allowing children to experience a wide range of activities. The management team are actively involved within all aspects of the provision and are eager to achieve a high standard of service. This is demonstrated by staff attending regular meetings and having an effective self-evaluation system in place. Staff attend some opportunities for professional development, however multiple sources of training are not currently fully utilised. This impacts on staffs ability to always have knowledge of current practice developments.

Staff have created a friendly and welcoming environment. The multiple resources are used well and support children's learning and development. An equality and diversity policy outlines a commitment to promoting inclusive practice and a high regard is given to equal opportunities for all children. All recommendations from the previous inspection have been undertaken, the impact of this is that children's outcomes are improved. A good equality and diversity policy outlines a commitment to promoting inclusive practice and a high regard is given to equal opportunities for all children. Staff have a clear knowledge and understanding of individual children and as a result their needs are well met. Children with special educational needs and/or disabilities are well supported through staffs liaison with parents and other professionals to ensure that activities are challenging and developmentally appropriate.

Strong links are in place to work alongside other schools, settings and carers to ensure progression, continuity of learning and smooth transition of all children. Partnership with parents and carers are of a high quality. Staff share accurate information through daily discussions, questionnaires, access to children's developmental files and by operating an open door policy. This supports consistent care and recognises the uniqueness of each child, whilst developing purposeful relationships with parents and carers.

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

Children enjoy a wide range of play experiences and make good progress in their learning and development. Staff know the children very well and plan activities taking into account their individual interests and capabilities. Observations are undertaken regularly. As a result children's interests are developing well and they show a desire to participate and actively contribute to the running of the setting. For example, children suggest ideas for activities. This gives children a sense of ownership within the group. Overall, a good range of resources are used well to support children's learning and development. However, the use of indoor spaces so that they can be used more flexibly and an age-appropriate range of activities and resources be provided for children accessing the before school provision is less well developed.

Children are warmly greeted at the door and show a strong sense of security. All children progress in their personal, social and emotional development as staff are effective at encouraging children to participate in routines and give consistent praise. This promotes self-esteem and builds confidence. Staff provide a wide selection of resources to enhance children's communication, language and literacy skills. For example, children access books, experience imaginative play, have multiple opportunities for making marks and singing songs and rhymes. This effectively supports children to experiment and enjoy language. Children's creativity is supported well as they play with gloop in a large tray, and develop their sensory awareness as they play with treasure baskets filled with feathers, pine cones and shells. All children enjoy access the outdoors where they effectively develop their numeracy, problem solving and physical skills. For example, children happily explore a digging pit, ride on bikes, play in a wooden play cottage or collect water from a designated water pump using a variety of different sized containers. Children become interested in the environment by going on local walks and having a designated area for planting and gardening.

All children are valued and engage in a range of activities and experiences, which help support them to value diversity. Strong links have been made with local schools allowing children to play with other children with diverse backgrounds. Children's welfare is effectively promoted. For example, children are taught how to be safe through ongoing discussions and taking part in evacuations of the building. They take part in music and movement sessions and weekly swimming sessions which allow children to appreciate the role exercise has in creating a healthy lifestyle. Children use recyclable materials such as cereal boxes for model making and wallpaper for large scale mark-making opportunities. As a result, children are effectively developing their knowledge and understanding of recycling and the wider world. Children enjoy access to a computer, compact disc player, camera, television, games consoles and programmable toys. Consequently, children are effectively developing their skills for the future.

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
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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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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