

St Mary's/Roseheath

St. Marks RC Primary School, Fir Avenue, LIVERPOOL, L26 0XR

Inspection date

Previous inspection date

01/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are relaxed and confident as they explore this well-resourced environment. They demonstrate high levels of independence, imagination and curiosity and are making good progress in their learning and development.
- Staff have a good understanding of the Early Years Foundation Stage. They respond to children's interests and provide some very good opportunities to promote learning both indoors and outside.
- Well-established routines ensure children feel safe, behave well and readily join in activities with staff and other children.
- The staff team work very well together and provide positive role models for the children. The key person system is effective and fosters a very positive working relationship with parents. This ensures that children's individual needs are met effectively.

It is not yet outstanding because

- Number resources are not used to best effect in the outdoor play area to fully support children's numeracy skills.
- The systems for transition to school are not as well thought out or fully developed as those for receiving children into and supporting them through the nursery.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outdoor area.
- The inspector held meetings with the manager and also spoke to staff within the nursery at appropriate times throughout the inspection.
- The inspector looked at children's learning records, assessment records and planning documentation.
- The inspector viewed evidence of the suitability of staff working within the nursery, the provider's self-evaluation system and a range of other records and documentation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Denise Sixsmith

Full Report

Information about the setting

St Mary's/Roseheath Nursery registered in 2012 at St. Mark's RC Primary School. The nursery has been registered and operating from different premises since 2005. The committee is the registered provider. The nursery operates from a self-contained

designated area and the hall within St Mark's School in Halewood, Knowsley. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 50 weeks of the year from 8am until 5.30pm. Children are able to attend for a variety of sessions. There are currently 22 children on roll, 13 of whom are in the early years age group. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates an out-of-school club and holiday care for older children. It supports children who speak English as an additional language.

The nursery employs four members of staff and a manager. Of these, three of the staff hold appropriate early years qualifications and one staff member is working towards a level 2 qualification. The manager has Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the opportunities for children to experience an outside environment that is as rich in the display and usage of numbers as the indoors, for example, through the use of hopscotch, house numbers on the playhouse and the numbering of the parking bays
- build on the sound transition systems by providing resources that will further enhance this stage of development for children, for example, through the use of photograph books showing their schools and examples of the school uniforms for dressing up.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff deliver an effective educational programme across both the prime and specific areas of learning. This ensures that all children are engaged in and challenged through exciting play experiences. Children freely access the dressing-up clothes to become characters related to their imaginative play. They play cooperatively as they pretend to sleep in the play bed and suggest that they share the blanket and look at the books together. The good outdoor learning environment is used very well, giving children who prefer to learn and explore outside the opportunity to do so independently. Children excitedly put on wellington boots and waterproof clothing to explore the exciting large-scale water play

area. They manoeuvre the sit-and-ride toys around the circular road and park in marked bays. The low-level planters engage children's interest well as they carefully dig for worms, both 'big and small', as well as spiders and record these on the clip boards. Staff effectively assist children to look at their finds in the container with magnifying glasses or in the individual inspection containers. Daily routines are used very effectively to support children's learning and self-care skills, for example, during meal and snack times. Children find their name card to put on the snack registration board as they settle down for a healthy snack of fruit at a time of their choice. Children help to set the table for lunch, ensuring that they have enough plates for the numbers of those present. Number songs and stories effectively support and extend children's mathematical skills. While the indoor areas are well resourced with charts, jigsaw puzzles and books that show numbers, the outside area is less well resourced. For example, with numerals that are used in purposeful contexts, such as hopscotch and numbered parking spaces.

The staff have a good understanding of how to engage and capture children's interest. They provide well-resourced areas that enhance children's individual interests throughout the day. Continuous access to early writing materials is available for children around the nursery as well as within a designated area. Children talk freely, as they know staff will listen to what they say and value what they do. They listen intently to favourite stories, join in with the three bears finger puppets and contribute ideas. Effective questioning techniques by staff extend children's learning and thinking skills very well. Children enjoy painting, chalking and drawing using a range of materials, as well as rolling, squashing and cutting the play dough into shapes. They accurately recognise that their pumpkin picture has a circular head, square eyes, a triangular nose and is orange.

Systems to assess children's starting points on entry and transitions across the provision are secure. These are implemented in a variety of ways, including working closely with parents from the beginning to establish children's interests and what they can already do. Additionally, the strong relationships between parents and their child's key person ensure that information is exchanged on a daily basis to support children's learning. More formal systems of exchanging details of children's development are shared throughout the year.

The contribution of the early years provision to the well-being of children

Children have settled well into the new nursery premises due to the concerted effort of the staff and an effective settling-in process. A close working relationship with parents is established from the start to ensure that children's starting points, care needs and preferences are known by their key persons. As a consequence, children's safety, well-being and self-esteem are promoted very well by a caring and enthusiastic staff team.

Children's personal and social skills are effectively promoted and their skills in self-care are well developed by the time they are ready to move on to school. Older children confidently put on their coats and shoes and use the bathroom independently. They carefully spoon out their own portions of food from serving bowls on their table at lunchtime. This is facilitated very well by the staff's approach that encourages children to try things for themselves. The transition systems for children into and within the nursery are sound. Systems for transition into school are less well developed and do not fully utilise the use of

resources to enhance this process.

Staff assist children to learn to be safe through play and discussion, for example, safety helmets are included in the outdoor fire fighting play equipment. Regular evacuation drills, ensure that children and staff know what to do in the event of an emergency. Children are developing an effectiveness awareness of the importance of following appropriate hygiene procedures to maintain their good health. They wash their hands thoroughly at appropriate times without prompting from staff and help themselves to drinks of water throughout the session. Children develop independence and social skills very well, as they choose to eat their snack at a time that best suits their needs. Staff value all children as individuals. They assist children to respect and value differences, which helps them to develop a positive and caring attitude towards others. Resources, which reflect positive images of race, culture, gender and disability are evident throughout the nursery. Staff provide positive role models and work with parents to promote a consistent approach to help children to manage their behaviour. Children learn about the local community through walks and visits to the park and library.

The effectiveness of the leadership and management of the early years provision

The committee, manager and staff work closely together to make sure that children achieve good progress in their learning and are safe and well cared for. They implement effective policies and procedures, which underpin the smooth operation of the nursery. Robust systems for the recruitment, selection and employment of staff are in place to ensure that they are suitable to work with children. This is further strengthened through the very well-structured induction process. The safeguarding and welfare requirements of the Early Years Foundation Stage are understood and met. All staff have attended safeguarding training and developed a good knowledge and understanding of child protection issues. They readily explain how they are able to implement appropriate procedures to protect children from possible harm. The manager works alongside the staff team and contributes to the effective monitoring of the educational programme. Staff demonstrate a good understanding of the areas of learning and how children learn. They demonstrate this when they talk about their individual children and describe how they are supporting them. Well-resourced areas and a free-flow of play between the indoors and outside, benefit children's learning greatly.

Effective self-evaluation systems are in place to monitor the overall quality of the provision. Close working relationships, including input from parents, staff and feedback from the local authority ensure that realistic targets for improvement are set and achieved.

Partnerships with parents, other agencies and providers are good. There is a clear ethos of working together within the nursery and parents comment on how successful this is. This is evident through the support provided for children, who speak an additional language. Parents feel that their children are safe and very well cared for at the nursery.

They state that they had, or would, recommend this nursery to others because the staff are, 'welcoming, helpful and loved by their children'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY434873
Local authority	Knowsley
Inspection number	796444
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	30
Number of children on roll	22
Name of provider	St Mary's/Roseheath
Date of previous inspection	Not applicable
Telephone number	01514862236

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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