

Firbobs @ Mersey Park Primary School

Mersey Park Primary School, 40 Elm Road, Higher Tranmere, BIRKENHEAD, Merseyside, CH42 0PH

Inspection date

14/01/2013

Previous inspection date

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

- The environment is thoughtfully organised and welcoming and children have a varied range of equipment and resources to use supporting their learning and development.
- The key person arrangements contribute to children feeling happy and secure. Consequently, they are confident to seek support when needed.
- Children develop their independence as they are encouraged to make choices about what they play with. Children of all ages build friendships together within the provision.
- The implementation of daily safety checks, risk assessments, policies and procedures effectively promotes children's safety.

It is not yet outstanding because

- The information exchanged with teachers is not extensive enough to inform planning and to provide experiences, which enhances individual children's progression.
- Children are not involved in evaluating the provision as staff do not seek their views and opinions.

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 designated club room and the outdoor play area.
- The inspector held meetings with the registered person and discussed self-evaluation.
- The inspector looked at children's records and all required documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

Firbobs @ Mersey Park was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Mersey Park Primary School in Tranmere, an area of Wirral. The out of school provision serves the children attending the school and is accessible to all of them. It operates from a designated mobile unit and the infant school hall and there is a fully enclosed area

available for outdoor play.

The out of school provision employs three members of childcare staff. All staff hold appropriate qualifications at level 3. The out of school provision opens Monday to Friday and sessions are from 7.45am until 9am and 3.15pm until 5.45pm in term time. Children attend for a variety of sessions. There are currently 13 children attending, who are in the early years age group. It supports a number of children who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the information shared with teachers to plan complimentary activities, which support individual children's progress
- involve children in the self-evaluation process and routinely take their opinions into account.

Inspection judgements

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

Children enjoy a varied range of activities and resources and follow their own interest in play. They have good opportunities to contribute to the planning by suggesting what activities they would like to take part in. This ensures that children's interests are valued and increases their sense of belonging at their out of school provision. Children confidently participate in their choice of activity. The manager has completed basic training on the revised Early Years Foundation Stage and the staff team have a good understanding of the learning and development requirements. Staff are continuing to develop planning for children's individual progression; however, planning does not take into account the children's experiences at school. Key person's value ongoing communication with parents. This helps key person's to meet children's individual needs, to extend their knowledge of them and involve parents in their learning.

Staff prepare the room for the provision prior to the children's arrival to create a welcoming environment. Children quickly settle and pursue the play activities of their choice. In role play, they use their imagination as they access resources to play out events that they have observed or experienced in real life. Children operate an interactive computer game and use their mathematical skills to calculate the score before it appears on the screen. Staff help to develop children's social skills by encouraging them to take

turns and listening to what others have to say. The wide range of art and craft resources stimulates children's interest to produce their own designs. For example, they decorate large numerals of the current year, which links to the topic 'new year resolutions'. Children concentrate on this activity and complete it to their satisfaction. Adults provide opportunities for them to talk about what they are doing and they receive praise from staff for their achievements. Children confidently change the direction of the activity and make other creations, including a head dress. Staff respect the planning and effort children put into their art and construction work. There is a designated area to safely store children's creations while it is in progress. This allows children to continue with the activity when they choose to.

Staff appreciate the differing needs of children after the school day and have created a comfortable area where they can relax on the settee. Children enjoy a quiet session where staff read stories to them. Other children are eager to pursue energetic physical activity and enjoy the space outside, even though it is a cold winter afternoon. They run around chasing each other, kick and throw balls and bounce around sitting on the large balls designed for this purpose.

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

Staff have created a relaxed and pleasant atmosphere. Children are happy and form close relationships with them. Children are independent in their play and confidently seek support where needed from adults. The key person system contributes to the children's sense of security and belonging. For example, they are quickly comforted by their key person when they are upset after a minor injury. This relationship has a positive impact to support children's smooth transition to and from school. The well-organised learning environment, which staff have created ensures that children can freely engage in activities of their choosing through a balance of adult-led and child-initiated activities.

Adults are positive role models for children's behaviour. They encourage children, consistently and sensitively. Children are well mannered and they respond well to the staff. Staff cleverly plan activities children's awareness of safety issues and how to look after themselves. They include topics, such as road safety awareness and helping children to identify bullying and understanding what to do in such a situation.

Children's health is suitably promoted by the opportunities for them to benefit from fresh air and exercise each session. Substantial and nutritious snacks are provided. A variety of fruit and drinks are available throughout the session. This promotes their understanding of healthy eating. Children enjoy eating these healthy options and learn how to use new tools in preparing the fruits, such as an apple slicer. There are administrative systems in place for gathering information about children's personal details, such as, contact details for parents, emergency carer, dietary requirements and allergies. Staff are able to attend to individual children's needs through administrative systems in place, such as contact details for an emergency carer or special dietary requirements.

The effectiveness of the leadership and management of the early years

provision

Adults take children's safety very seriously. They are kept safe because the designated safeguarding officer is confident carrying out procedures to protect children from harm. She has undertaken safeguarding training and is able to provide leadership and guidance to the staff team regarding child protection issues. Recruitment procedures ensure that all staff are vetted and suitable to work with children. Risk assessments and daily safety checks are undertaken to make sure that both the indoor and outside environments are safe and do not present any hazards to children. Staff ensure that legally required documentation is in place and accurately maintained. All confidential information is securely stored to protect children's identity.

This is the provision's first inspection since the registration. The registered provider has a very secure understanding of how to promote and monitor children's learning and development. Supervision sessions with staff have been completed and as a result, training is planned to further enhance knowledge and practice. The registered provider completes an evaluation process and accurately identifies areas for improvement. She has actions plans in place to achieve these. The views of parents are sought, however, as yet the children have not been as involved in the evaluation process.

Partnership working is positive and effective. Staff liaise with the teachers of the host school and information is exchanged. However, this does not always extend to staff gaining information about individual children's stage of learning and development. Parents are well informed about the organisation of the out of school club through discussion with staff, displays, correspondence and being given copies of the policies and procedures. Parents' state that their children are happy and enjoy their time at the setting.

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	EY450927
Local authority	Wirral
Inspection number	809711
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	24
Number of children on roll	13
Name of provider	Carrie Ann Stacey
Date of previous inspection	Not applicable

Telephone number

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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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