

# Ganneys Meadow Early Years Centre

New Hey Road, Woodchurch, Wirral, Merseyside, CH49 8HB

<b>Inspection date</b>	22/01/2013
Previous inspection date	12/09/2006

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Key persons are highly skilled and sensitive and help children to form secure emotional attachments and feel very secure, within the setting. They have an excellent knowledge and understanding of the children that they care for and skilfully support them in their next steps in learning.
- Children are happy and enthusiastic. They demonstrate exemplary behaviour and strong self-assurance.
- The excellent indoor and outside learning environments highly motivate all children and complement their preferred styles of learning, which results in children making rapid progress in their learning and development.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.
- Partnerships with parents and other professionals are highly effective and contribute to ensuring children's individual needs are quickly identified and met effectively.

## 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 each playroom and the outside play areas.  
The inspector held meetings with the centre deputy manager, senior teacher, two
- members of the board of Governors, including the Chairperson, talked to staff and carried out a joint observation.
- The inspector looked at children's records and all required documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Jean Thomas

## Full Report

### Information about the setting

Ganney's Meadow Early Years Centre was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The Orchard Day Care and 'wrap around' care is situated within the Early Years Centre in Woodchurch, Wirral. It is managed by the nominated person and the Early Years Centre Governing Body, who are the registered persons. The provision serves the local community and is accessible to all

children. It operates from designated rooms within the Early Years Centre and there are fully enclosed areas available for outdoor play.

The provision employs 13 members of childcare staff. All hold appropriate early years qualifications. Of these, two have Early Years Professional Status and two have Qualified Teacher Status.

The provision opens Monday to Friday, from 7.45am until 5.45pm, for 49 weeks a year. There is a creche available to support parents and carers attending courses at the centre. Children attend for a variety of sessions. There are currently 64 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 ways to increase the opportunities for children to serve their own food at mealtimes, to further enhance their independence in self-care.

### **Inspection judgements**

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

Staff have an excellent knowledge and understanding of child development and of the revised Statutory Framework for the Early Years Foundation Stage. They use their expert skills and knowledge of how children learn to highly effectively support children's progress. The stimulating and extremely well-organised environment, both inside and outdoors, provides children with optimal challenge. These factors significantly contribute to all children making rapid progress in relation to their starting points. Great emphasis is placed on partnership working. Key persons work extremely closely with parents and there is ongoing communication to ensure that they are equipped to meet children's needs. This relationship is forged while the children and parents are completing the 'settling in' visits. Staff fully respect that parents know their children best and they are actively involved with the initial and ongoing assessments of their children. There are numerous opportunities, which promote parental involvement in children's learning at home and in the centre. For example, these include 'stay and play' sessions, use of the centre's book and toy library, sharing children's recording of learning.

Assessments of children are rigorous and sharply focused and include contributions from all those involved in each child's learning. A robust system is in place for tracking and

analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures that they receive targeted support and appropriate intervention, if necessary. Assessments clearly demonstrate that any gaps in children's learning are closing rapidly. Utmost priority is given to help children to acquire communication and language skills and supporting physical, personal, social and emotional development. As a result, children are exceptionally well prepared for their next stage of learning.

The teaching practice consistently reflects the high expectations for all the children. Key persons complete their own research to further develop their knowledge to effectively support individual children's needs. Staff implement guidance from the 'Every Child a Talker' programme. For example, attractive areas have been created in each playroom to support children's speaking and listening skills. Staff use a wide range of techniques to promote all children's ability to express themselves and let their needs be known. These include the use Makaton signing, pictorial formats showing the routine of the session and photographs, to label play materials. Staff are extremely flexible and skilled in adapting planning to follow children's interest and to maximise valuable and enjoyable learning opportunities. For example, buildings are being demolished in the community and the children are showing a great deal of interest in this event. As a result, photographs are displayed of these buildings at a low-level for children to look at, touch and talk about. Staff adapt the role play area to create a construction site, with resources to support children's imaginative play, including building blocks, pebbles, stones and role play clothes.

Children play extensively in the unexpected fall of snow. A wide range of resources continue to be available to support children's outdoor learning in these winter conditions. For example, outside children select books and stories are read to them and other children pursue role play. The outdoor environment enables children of all ages to have freedom to explore, be physically active and have first-hand experiences of the seasons and weather. Children initiate their own learning, through exploration and investigation. The younger children, including those who are not yet walking, crawl and roll in the snow to explore its texture and make patterns. The older children model the snow to make their own designs and use sticks to make marks. Children excitedly notice the different sizes of foot prints in the snow. They eagerly share their discoveries with staff, who extend their learning by introducing mathematical concepts of number and measure. Indoors, children continue to enjoy exploring and investigating ice, with objects frozen inside, learning about water freezing and ice melting.

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

Key persons are highly skilled and sensitive and fully support children to form strong, secure, emotional attachments, which provide a solid foundation for their personal, social and emotional development. As a result, children have an extremely strong sense of belonging at the provision and they are immensely confident. All ages of children are independent in their play as they select their own resources from the vast range of activities and resources on offer. Children openly express their feelings of enjoyment and pleasure as they play. For example, they say 'I love running around' as they exuberantly

tackle the hilly ground in the snow. The sound of children's laughter can be heard as they play. The varied and imaginative environment promotes learning and challenge and provides a basis for children to manage risks and understand how to keep themselves safe and healthy. All children benefit from outdoor activities each day and 'all weather' clothes are provided for this purpose. Highly effective and caring procedures ensure that children are extremely well prepared to move to their next room as they progress through the provision. This smooth transition, which involves parents, significantly enhances continuity in children's well-being and learning.

Staff are exemplary role models for children's behaviour. They are sensitive and consistent in their approach to managing behaviour. Staff are experts in using positive, simple language and resources to help children to understand what is expected. For example, visual aids are used to help children respect the need to wait their turn, when other children are using resource. They are exceptionally well behaved. Engaging children in nurturing activities, promotes caring for others, such as, attending to the needs of baby dolls in role play, planting and growing vegetables, taking responsibility for their playroom. Young children, who communicate non-verbally, demonstrate tolerance playing alongside others. For example, as they paint on large sheets of paper, they pass the paint brushes to other children, to enable them to join in the fun.

Children benefit from a balanced and nutritional diet. Staff have completed detailed studies to develop their knowledge about nutrition for children. Following this, the food provision has been altered to improve children's nutritional intake and to support their understanding of healthy eating. The main meals are provided by an independent caterer. Staff are responsible for cooking these foods and preparing light meals and snacks. They have undertaken food safety training to ensure correct procedures are followed to prevent the risk of food contamination. Children are actively involved in preparing their snacks. When it is the appropriate season, children eat vegetables and salad foods they grow, and fruits, which they collect from their orchard. Mealtimes are social occasions, staff sit with the children and they talk about a wide range of topics. Children help to set the tables for meals using their problem solving skills, to position the correct number of plates for the children present. Drinks are available at all times and babies are frequently offered their drinking beakers, which they respond to, showing an awareness of their physical needs at an early age. Children select their snack time food from a range of healthy options. However, there is scope to increase the opportunities for children to serve their own food at mealtimes to further enhance their independence in self-care.

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

Staff have a wealth of knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures in place for safeguarding, recruitment and risk assessments. All staff have completed safeguarding training. They have a comprehensive knowledge of what to do and who to contact if there are any child protection concerns. Robust security measures are in place to ensure that unwanted visitors do not have access to the building. Highly comprehensive risk assessments, which are consistently implemented, keep children safe both inside and outdoors, and when out

on outings.

The robust process of self-evaluation is well documented. It highlights the strong emphasis on maintaining high levels of achievement for all children and focuses on the impact of teaching on children's learning. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement. Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions are implemented. The recommendations from the previous inspection have been fully met through the implementation of the revised Early Years Foundation Stage.

High quality systems for professional supervision are in place, based on staff appraisals and discussions during one-to-one meetings, with the manager. Staff are regularly observed by the manager to ensure that their practice is of high quality, at all times. There are excellent opportunities for staff's professional development. They benefit from the Early Years Centre annual five days training, in addition to other identified training, which will improve their practice and outcomes for children.

Staff have an exceptional knowledge of the educational programmes. Consistent monitoring ensures that children experience a broad and balanced range of experiences, which help them progress rapidly and successfully towards the early learning goals. Assessments are thoroughly monitored by the Early Years Centre's Foundation Stage Consultant to ensure children, who may need extra support, are quickly identified. Children's needs are exceptionally well met through highly effective partnerships between the setting, parents and outside agencies. Parents are extremely complimentary about the setting and the service it provides. They comment that staff are caring, friendly and approachable and support children and their families exceptionally well.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### 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

<b>Unique reference number</b>	EY287866
<b>Local authority</b>	Wirral
<b>Inspection number</b>	820057
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	94
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Metropolitan Borough of Wirral
<b>Date of previous inspection</b>	12/09/2006

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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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