

St Paschal Baylon Nursery and After School Care

St Paschal Baylon Primary School, Chelwood Avenue, Liverpool, Merseyside, L16 2LN

Inspection date	18/06/2013
Previous inspection date	28/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 outdoor area offers a wealth of learning opportunities in all areas, so children are purposefully engaged and show high levels of concentration.
- Children are confident communicators, who enjoy sharing their thoughts and ideas with staff, consequently, staff get to know them very well.
- Relationships with the adjacent school are strong, so children are well supported in making the transition from nursery to school.
- Managers monitor the progress children are making and analyse the information to identify and address any possible gaps in their learning.

It is not yet outstanding because

- There is scope to enhance the very good range of resources to further support children's understanding of the wider world and help them to develop a respect for different cultures, beliefs and abilities.
- Children's enrolment forms do not always ask for even more detailed information about their unique cultural background. This means that all information to support children may not always be immediately accessible.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff, staff rotas, attendance registers and the setting's self-evaluation.
- The inspector observed activities and care practices in the playroom and within the outside play area. She conducted joint observations with the manager, looking at the practice of staff.
- The inspector spoke with the children and staff from each room. She also held a meeting with the manager.
- The inspector also took into account the views of parents and carers spoken to during the inspection and read their comments in children's learning records.

Inspector

Valerie Aspinall

Full Report

Information about the setting

St. Paschal Baylon Nursery and After School Care is run by an independent provider using St. Paschal Baylon Roman Catholic Primary School premises in the Childwall district of Liverpool. It was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers in 2005. The nursery uses a self-contained demountable unit with integral toilets and has an enclosed outdoor play area. The out of school club uses the school dining hall, gymnasium and the school outdoor facilities.

The nursery employs seven childcare staff, including the manager. All staff hold appropriate early years qualifications at level 2 or above, including one, who has Early Years Professional Status. Senior nursery staff also work in the after school club, which also has an additional four staff, one of whom has an appropriate early years qualification at level 2.

The nursery opens Monday to Friday, term time only. Sessions are from 8.15am to 5pm. The after school club opens from 3pm to 6pm, term time only. Children attend both for a variety of sessions. There are currently 56 children on roll in the nursery and 86 in the after school club, eight of whom, are in the early years age group. The nursery provides funded early education for two-, three- and -four year-old children. It supports children, who speak English as an additional language and children with special educational 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:

- provide an even wider range of positive images to promote children's understanding of diversity, so further extend their knowledge of the wider world
- enhance the information gathered from parents about each child's individual needs by finding out more about their unique cultural background and languages spoken.

Inspection judgements

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

Children engage in active play with a wide range of resources that support all seven areas of learning. They paint on a large scale outside in the garden, using different types of brushes. Staff introduce new words, such as 'dab' 'scrub' and 'drip' and children describe

how the colours change when they mix them together. Staff provide interesting resources to practise for sports day, such as eggs and spoons and teach children how to use them, this helps them learn about balance and speed. Children enjoy experimenting with sand, water, bark and logs by brushing, pouring, filling and transporting them in a variety of ways. These activities are highly effective in developing children's thinking and communication skills and staff are on hand to clarify children's thoughts. As a result, children become very absorbed in their play and sustain activities for extended periods of time. Staff read stories to individual children and have interesting conversations at circle time. They listen carefully to children and ask open-ended questions to help them to think and develop their communication skills. Children with English as an additional language are well supported as staff model two words at a time to encourage their understanding of English.

Children are becoming active learners, they choose whether to play indoors or outside and the learning opportunities are extensive. They hunt for letters buried in the huge sand area and 'cook' sand pies on the make shift barbeque they have designed. Staff use the opportunity to reinforce safety messages when they say 'be careful, the barbeque is hot'. These activities complement the areas of continuous provision, such as, construction, role play and creative areas. Children learn about numbers during the daily routine, for example, they count out how many children are in the line when walking to the school dining hall. The good balance of adult-led and child-initiated activities results in children being engaged and busy in their play.

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. They regularly observe children's learning and assess their progress using the document Development matters in the Early Years Foundation Stage. Staff build the next steps for children's learning into activities that they have shown an interest in, as well as through planned themes and seasonal activities. Two-year-old children have a completed progress check at age two, which has been shared with their parents.

Parents are encouraged to share their children's experiences at home by writing in their home link book, as a result, staff talk to children about their home life, which helps them to feel valued. Staff have friendly, supportive relationships with parents and give them verbal feedback each day. Information about the revised Early Years Foundation Stage is given to all parents when their children are enrolled. Parents have access to their children's learning files at all times and staff share these at regular parents' evenings.

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

Children form good attachments to their key person and feel secure in the environment, so they are keen to explore, knowing staff are close by to give support. Staff find opportunities to give children one-to-one attention during the busy nursery day and encourage quieter children to join in group activities. As a result, children's emotional needs are very well met. Staff praise children's efforts and contributions to group discussion, they gently remind them to play kindly with each other and to tidy up. Consequently, children are well behaved and cooperate with staff and each other during

their play. Children know how to play safely. For example, they say when making play dough cakes, 'you can't eat the cakes, they're not real, if you eat them you will be sick'. Children are taught about personal hygiene, they independently wash their hands after using the toilet, while staff supervise, to ensure those, who need help with personal care are supported. When children choose to have some fruit, they stop playing and say 'I need to go and wash my hands, because I want some fruit'.

The environment is bright and attractive, with the vast majority of resources stored at low-levels, so that all children can independently select the toys they want to play with. The playroom is partitioned to create different areas and children can find a quiet corner to play or rest away from a larger group. For example, a 'cave' has been created under a work top, as a result of children showing interest in a cave in a favourite story. The building's layout allows for children to move freely between the playroom and the garden, so they enjoy fresh air and physical activity throughout the day. Children enjoy the outdoors because of the exceptional range of activities available to them, which are highly effective in promoting their physical skills. They are encouraged to become independent throughout the day. Children put on their own aprons and wellingtons for water play, help staff to peel fruit for snack time and are encouraged to cut up their food at lunch time. Consequently, children are active and animated learners, who are developing skills that will help them make the transition to school at the appropriate time.

New children and their parents come to an open day before the start of the new school year. They meet their future key person and spend time playing while their parents are asked to fill in an 'all about me' sheet. This details their likes and dislikes and any specific needs they may have. This helps staff to get to know children quickly and provide appropriate care. For example, children with special educational needs and/or disabilities have detailed care plans in place. However, some additional information that would help staff to understand each child's unique family circumstances even more is not always recorded. For example, their faith or any additional languages they may speak. Children's health is further promoted because they are offered nutritious, well-balanced meals and snacks. They learn about healthy food choices when they plant a variety of vegetables and herbs in the garden and then eat them at snack time.

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

Children are safeguarded very well as all staff have undergone the necessary checks to make sure that they are suitable to work with them. The setting has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. Risk assessments are completed for the premises, activities and outings, which helps to monitor and ensure children's safety. Staff have a very secure knowledge of the learning and development requirements, which enables them to support children in making good progress in their learning. They maintain clear records of observations undertaken on their key children, which are linked to the areas of learning and include the next steps planned for them. Children's achievements are tracked against the early learning goals to monitor their

progress. The manager monitors children's progress overall, so can identify any specific areas of learning where they are not making good progress.

The manager of the setting sets high aspirations for quality and is actively working to develop this further. Priorities for improvement are identified through consultation with parents, children and staff. For example, parents asked if an extra parents' meeting could be arranged in the first term of the new school year, so this has been arranged. There are effective recruitment and induction procedures in place and staff performance is monitored through supervision meetings and peer observations. Regular staff meetings and daily informal discussions mean that staff can frequently check on the progress that children are making. Staff feel well supported and their professional development is important. The manager is aware of the impact of supporting the ongoing development of staff and as a result, training needs are discussed at meetings and staff feed information from training back to the team through focused improvement plans.

Effective observation and planning strategies mean that, where required, children's needs for extra support are identified and staff consistently work to meet these and the interests of the children. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. For example, staff arrange story time sessions with parents and encourage them to borrow story sacks to use at home. A new group is planned to support parents in developing their children's language and communication.

Information regarding the setting's policies, procedures and activities offered are shared with parents in a variety of ways, including a regular newsletter, notice board, home link books and daily discussions. The nursery has established very good relationships with other professionals, such as speech therapists and the reception class teacher, which effectively supports children's transitions to school. As a result, children develop confidence and independence and are very well prepared for moving on.

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
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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 action. 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	EY314925
Local authority	Liverpool
Inspection number	907749
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	142
Name of provider	Jacqueline Ann Prayle
Date of previous inspection	28/01/2009
Telephone number	0781 3904 396

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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, which are usually the childminder's 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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