

Portico at Moss Bank

Moss Bank (Sure Start) Children's Centre, Kentmere Avenue, Moss Bank, St Helens, WA11 7PQ

Inspection date	01/08/2013
Previous inspection date	10/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 form good attachments to their key person and feel secure in the environment and so they are keen to explore, knowing staff are close by to give support.
- Children are active and animated learners, who are developing skills that will help them make the transition to school at the appropriate time.
- The range of resources both inside and out in the garden is very good. Children have lots of opportunities to explore and investigate.
- The manager continually strives for improvement and is highly reflective. The views of children and parents are well documented and contribute to the ongoing development of the nursery.

It is not yet outstanding because

- The range of information collected about children's needs on entry could be even more effective in helping staff to swiftly plan for each child, if parents are asked to identify what their children can already do.
- There is scope to extend the informal and friendly relationships with parents even further, by asking them to contribute to the assessment of their child's learning and development on an ongoing basis.

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 observed children and staff engaged in a range of activities, indoors and in the garden.
- The inspector had discussions with children, parents and staff.
- The inspector met with the manager and completed a joint observation of staff practice with her.
- The inspector examined a sample of children's learning records and enrolment forms.
- The inspector examined a sample of staff records, such as, those relating to recruitment, induction and appraisal, as well as training certificates.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Portico at Moss Bank was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2008. The setting is one of four nurseries owned and managed by a limited company. The nursery operates from three rooms located within Moss Bank Children's Centre in St. Helens. The nursery serves the local area and is accessible to all children. Children have access to an enclosed outdoor area. The nursery employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level three. The manager has Early Years Professional Status.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 67 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports a number of children who have 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:

- extend the wide range of information gathered about children on entry by asking parents to identify what they know their children can already do, in order to swiftly plan to help each child make even more progress
- help parents to consistently share what they know about their child in relation to their ongoing learning and development and use this information to inform the planning of activities.

Inspection judgements

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

Staff have a good understanding of how young children learn. They observe children in their play and plan activities to help them make good progress in all areas of their learning and development. Staff are very good at asking children open-ended questions and giving them time to respond. They tell familiar stories and pause to encourage children to shout out their response and have regular, lively, sing along sessions. As a result, children develop good communication skills and confidently discuss interesting topics and make imaginative suggestions. Where children have special educational needs and/or disabilities, support staff have put effective methods in place to help them. For example,

to help children develop language skills, staff consistently offer them two simple choices at snack times and during their play, so they learn to listen to and recognise simple words.

Staff teach children about numbers through planned activities and during mealtimes. Children count how many cups and plates they need to set the table for lunch. Older children confidently count how many pieces they have during a 'shopping' game and calculate how many more they need to fill their 'trolley'. Their imagination and problem solving skills are enhanced as they think about the different ways they can attach small pieces of plastic sheeting to the cones to make trees in the construction area. Younger children begin to experience the force of gravity as they push toy cars down the slide. Consequently, children are making good progress in the areas of mathematics and understanding the world.

Babies have opportunities to develop their senses through tactile activities, such as catching bubbles and feeling and pouring dry sand. They explore paint, feeling the texture with their fingers and attempt to master using a paint brush. Older children become absorbed in a play dough activity, they independently add more flour to stop the dough becoming too sticky and experiment with different ways of cutting and moulding the dough. Staff encourage children to develop their own ideas but step in sensitively to extend learning, for example, by adding glitter to the play dough.

Staff make effective use of observations, an 'all about me' form and discussions with parents to identify children's interests. However, more detailed information about children's stage of development on entry is not always fully in place. This means planning to help children make progress is not always as swift as possible. Staff assess children's development on a regular basis and share their progress with parents through termly summary sheets and daily verbal feedback. However, parents are not always encouraged to complete the 'parents voice' box on children's observations. As a result, there is scope to extend the partnership with parents further by asking them more frequently to assess their child's ongoing development at home. Staff ask parents to share their child's interests through 'ask me about' stickers, this helps staff to respond quickly to children's developing interests. As a result, children are gaining a good range of skills to ensure their readiness for school when the time comes.

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 and 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 soothe upset children by speaking softly and having a cuddle. As a result, their emotional needs are very well met. Staff praise children's efforts and good manners, they gently remind children to walk inside and think about 'our golden rules'. Consequently, children are well behaved, say 'please' and 'thank you' and sing the 'golden rules' song without prompting from staff. Children share and cooperate very well, for example, one child finds extra cutters during a play dough activity, so each child has their own. Children know how

to play safely. For example, they say 'sometimes there are thorns and nettles in the bushes, nettles sting, so we have to be careful'.

The environment is bright and attractive with the vast majority of resources stored at low levels, so that even young babies can independently select the toys they want to play with. Playrooms are partitioned to create different areas and children can find a quiet corner to play or rest away from a larger group. The building layout allows for children to move freely between the playrooms and the garden and so they enjoy fresh air and physical activity throughout the day. Children enjoy the outdoors because of the wide range of activities available to them. Staff stay close by while children attempt to climb the climbing frame, supporting them to take manageable risks. Children are encouraged to become independent at every age. Babies try to feed themselves at mealtimes, toddlers are encouraged to wash their own face and pre-school children serve themselves 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. Transitions are well supported. Teachers from local schools are invited to come to the nursery to meet pre-school children prior to leaving to start school. Staff collect different school uniforms to help children become familiar with school life and support individual children by going with them to visit their new school.

Flexible settling-in sessions are adapted to meet individual children's needs. Parents are asked to fill in 'all about me' sheets for their children, which details their likes and dislikes and any specific needs they may have. This helps staff to get to know children and provide appropriate care. For example, children with special educational needs and/or disabilities have detailed care plans in place. Children's health is further promoted because they are offered nutritious, well-balanced meals and snacks. They learn about healthy food choices through fruit tasting activities and good oral health, when they brush their teeth after meals. Staff remind children to drink plenty of water after playing outside and children say 'it makes me cool'.

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

Staff undergo a thorough recruitment process and induction programme that includes training in safeguarding and health and safety. Staff are aware of the potential signs of abuse and know who to contact if they have concerns. Safeguarding policies and whistle blowing procedures are regularly updated and discussed at every staff meeting. Daily risk assessments ensure that the environment is safe and effective procedures for managing allergies, medicines and accidents are in place. Consequently, children are kept safe from harm. The manager has implemented a variety of effective methods of monitoring staff performance and is continuing to develop the use of peer observations, so that staff can assess each other. In house and local authority training supports staff in their ongoing professional development.

The manager and deputy manager are highly reflective and driven to continually improve the service they provide. They have used the 'mosaic' approach to find out the views of

children and parents, as well as giving both annual questionnaires. Children comment, 'I like the big red bikes' and 'I don't want to do quiet time'. Consequently, the manager is budgeting to purchase additional bikes. Partnerships with parents are good. Parents comment that they are very happy with the care and education their children receive. One parent comments 'my child loves it, he doesn't want to come home, they helped me when I was weaning him and they are very supportive'. Parents' evenings and daily feedback ensure parents are well informed about their child's progress and care.

The management team seek the support of specific agencies to help provide targeted support for individual children and they are making good progress, taking account of their starting points and capabilities. Individual children's development trackers are monitored by the manager and action plans are developed to address any gaps in children's learning. The nursery has good relationships with the adjacent school and other local settings and this helps staff share good practice. Staff use technology effectively to support transitions, for example, they show children 'virtual tours' of their new school on a tablet. As a result, they are well prepared to make the transition to reception class.

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 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	EY384275
Local authority	St. Helens
Inspection number	915427
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	67
Name of provider	Portico Day Nurseries Limited
Date of previous inspection	10/03/2009
Telephone number	01744672020

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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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