

Broadbeans

Great Meols Primary School, Elwyn Road, WIRRAL, Merseyside, CH47 7AP

Inspection date	11/10/2013
Previous inspection date	08/12/2011

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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff are committed to providing a play-based approach in the provision. Consequently, children have good opportunities to play and explore and make appropriate progress in their learning and development.
- Children are happy, settled and enjoy coming to the provision. This is because staff value and engage children in what they do, to develop their interests and support their individual needs effectively.
- The provision works well with parents, the pre-school and the school, to ensure that children's unique needs are known and supported through planning and play experiences. Parents are happy with the service provided.

It is not yet good because

- Changes to the staff team means that the manager has not fully implemented robust systems to ensure they are fully aware of their roles and responsibilities in the provision.
- Procedures are not sufficiently robust to demonstrate the safe management of the provision is implemented and maintained in a consistent manner.
- Self-evaluation systems are weak. They have not considered the views of parents and children for a considerable length of time and priorities for improvement are not identified.

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 activities that the children took part in, the range of equipment set out in both play areas, which include the music room and the library and the associated outdoor play areas.
- The inspector looked at children's assessment and planning records. She checked regulatory documentation, such as policies and procedures, including risk assessments, the safeguarding policy and staff files.
- The inspector held discussions with the manager and staff at appropriate times throughout the inspection. A joint observation was also carried out with the manager of an adult-led activity in the music room.
- The inspector took into account of the views of parents and children spoken to on the day of the inspection.

Inspector

Hilary Boyd

Full Report

Information about the setting

Broadbeans out of school provision was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Great Meols Primary School, in the area of Meols, in Wirral. It is owned and managed by an individual, who is also the registered person. The provision serves the local area and is accessible to all children. It operates from the music room and library within the school and children have access to the outdoor play areas.

The provision opens Monday to Friday term time only. Sessions are from 7.30am until 8.40am and from 3.30pm until 5.45pm. There are currently 78 children attending, 16 of whom are in the early year's age group. The provision employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at levels 2 and 3, including the manager at level 5. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the ways the training and development needs of staff are carried out, so that they are fully supported to gain the skills and have a clear understanding of their roles and responsibilities.

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

- ensure all staff implement the agreed ground rules, such as children wearing helmets when using the scooters outdoors, to ensure a consistent approach in maintaining safe practice is implemented
- implement self-evaluation procedures to ensure that priorities for improvement are identified and implemented. Include the contributions of parents, children and staff in this process of evaluation.

Inspection judgements

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

Staff have a sound knowledge and understanding of how children learn. They talk about the individual needs and characteristics of their key children. Staff understand the importance of children having lots of opportunities to develop their social skills and being physically active, to improve their all-round development and well-being. They carry out observations of the youngest children and these help to inform the completion of a summative assessment, which is carried out at regular intervals throughout the year. The information from these assessments is then used to inform the planning of next steps for individual children. As a result, staff are aware of children's achievements and interests and use these to support their learning while at the provision. Staff gather good information from parents about their child's interests. The use of communication diaries is used to gather relevant information from the school and some staff work in both provisions. As a result, the provision has built effective links with the school and pre-school in order to complement children's learning.

Plans for activities and play experiences are planned on a weekly basis, these are linked to a common theme, such as autumn or harvest. Staff use this planning as a base to provide greater variety and enhance children's experiences and extend their learning. They make links to the relevant aspect of development that the planned activity may provide for the children. As a result, planned activities cover all areas of learning and development. Staff are flexible to adapt their planning to meet children's requests and interests. For example, they plan creative activities where children make 'haunted houses' out of a range of boxes and glitter, cotton wool is used to create 'cobwebs'. This activity was planned in direct response to discussion about children's interests.

Children enjoy their time at the provision and actively play together and engage in the good range of resources available to them across the two playrooms. The interactive console games are a firm favourite for children of all ages. Once arriving at the provision, from their classes, they are eager to get active and involved in the interactive console game. For example, a group of older children are keen to play the dance game, which was brought in from home. Younger children get involved in this activity and they all enjoy participating in the large group activity. As a result, children develop social skills as they play cooperatively, interacting together and respecting each other's efforts and contributions.

Staff provide free choices in what activities children take part in, to enable them to develop their play and support their own interests effectively. This means that children initiate their own play, based on the range of resources and planned activities available. For example, children of different ages spend time building a range of vehicles from their favourite pieces of interlocking building blocks. They use small characters to extend their play and use descriptive language to create interactive make-believe stories during their play. Others use small world resources to act out play scenarios. The good range of technical resources provides all children with opportunities to develop across the areas of learning and development. These experiences promote children's imagination well and they learn how media and materials are used in different ways.

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

Staff demonstrate close partnership working with parents and the school in which the provision is based. This ensures that children's unique needs are known and supported through regular discussions and sharing of relevant information. For example, parents complete an informative 'all about me' booklet as children start at the school. This information is then used, alongside discussions with parents and children, to support the completion of a summary sheet detailing the characteristics of every child who attends the provision. Therefore, staff are familiar with the individual interests, likes or dislikes for all children. The youngest children are allocated to a key person and the information shared during the initial visits is used to help settle children in the provision. Consequently, children have formed secure relationships with the staff and each other. This is complemented by the staff, as they provide warm greetings to children as they arrive from the classrooms.

Children's health and well-being are suitably promoted through the use of daily routines. For example, they learn about hygiene practice as they are encouraged and reminded to wash their hands at appropriate times throughout the session. This helps to minimise the spread of infection and promotes children's understanding of contributing to their own well-being. Children have snack time in small groups in the library. This provides children of different ages an opportunity to come together and share this daily routine, as they select their preferred choice of sandwich. Jugs of juice and water are available, which children can independently access. Although children are not involved in the preparation of snacks, they participate in cooking activities on a regular basis. On the day of the inspection children decorated the biscuits, which they had made earlier in the week. They spend time interacting together as they decorate these to resemble the 'veins' in autumn leaves.

Staff provide ongoing outside activities, in the accessible small patio area and the school playground. Children enjoy the freedom and space this offers, as they are particularly interested in playing on the range of scooters available on the day of the inspection. Although ground rules are in place to support children in understanding appropriate behaviour and safe practice, these are not always consistently implemented. For example, some children do not always have their helmets on while riding the scooters and inconsistent messages means that some children bring these into the entrance of the playroom.

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

The manager, who is also the safeguarding lead practitioner and staff, demonstrates through discussion, an adequate knowledge and understanding of the possible signs and symptoms of abuse. The safeguarding policy and procedures reflect the guidance set by the Local Safeguarding Children Board procedures and it includes information on the handling of allegations against staff, should they occur. Policies and procedures are reviewed annually and the manager familiarises herself with these as necessary. The majority of staff hold relevant qualifications and Disclosure and Barring Service checks have been completed or sought on the whole staff team. Discussions with the manager confirm her understanding that staff who are awaiting their checks are not left

unsupervised with any of the children. Recruitment procedures follow the recommended guidance and this ensures that appropriate information is gathered, such as references, identity checks and qualifications as relevant.

The inspection took place following notification by the manager, to Ofsted, of an accident to a child while at the provision. The inspection found that staff took all the necessary steps in order to ensure appropriate procedures were undertaken. This included informing parents, the relevant authorities and the completion of all relevant documents, including accident records. The manager carried out a full investigation into the incident. As a result, she has reviewed the risk assessments, spoken to staff and considered staff deployment to ensure that staff are vigilant to the whereabouts of children across the provision so that they are effectively supervised.

The manager, staff and representatives from the local authority have previously completed a quality improvement support programme on the provision. However, this information has not yet been used to develop practice. In addition, all recommendations set on the last inspection have not been fully met and contributions from parents and children have not been sought, for a considerable length of time. Consequently, the system for self-evaluation is weak, as there are no priorities for development and no improvement plan to demonstrate how practice is driven forward.

Systems are in place for annual appraisals and the quarterly appraisal reviews of staff to support and extend the development of existing staff. Although induction procedures are carried out with new staff, they do not have a clear understanding of their roles and responsibilities in the provision. Some support is provided to staff through staff meetings and informal discussions. A training audit, details some training attended by staff and the manager recognises that further support is required to raise staff knowledge and skills in the provision.

Staff provide children with opportunities to learn and develop through both child-initiated and adult-led activities across the playrooms. Children on the early years register are supported, as staff observe and assess their overall development across the seven areas of learning and development. They complement the learning carried out at school because they gather information through regular discussions and use this to gain insight into children's individual needs. As a result, the youngest children are making good progress in their learning.

Partnership with parents is effective and carried out in different ways. Policies and procedures are collated into a parents' prospectus and given out as children start. Daily informal discussions and information about the youngest children's progress provides parents with relevant information about children's individual needs. Parents speak positively about the provision and the majority of parents are extremely happy with the care and support provided. Parents of children with special educational needs and/or disabilities discuss how staff worked in partnership with the school, in order to support individual children by implementing developmental targets in the provision. As a result, partnership with parents and others is effectively supporting children to develop.

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	EY428864
Local authority	Wirral
Inspection number	936550
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	78
Name of provider	Lesley May Broadbere
Date of previous inspection	08/12/2011
Telephone number	07824994673

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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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