

Winston's Place at Wirral Christian Centre

Woodchurch Road, BIRKENHEAD, Wirral, CH41 2UE

Inspection date	17/09/2013
Previous inspection date	25/10/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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 friendly and caring, which encourages children to respond happily to them.
- Staff regularly assess children's achievements and share this information with parents, so that they are aware of children's progress towards the early learning goals.
- The setting has good partnerships with external agencies which ensures children have access to the support they need to help them make suitable progress.
- The environment provides a wide range of opportunities for enhanced learning, including a kitchen for children to cook and a sensory room.

It is not yet good because

- Planning is not always effective in closing the gap across all areas of learning to ensure that children make the best progress possible.

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.

Inspection activities

- The inspector reviewed relevant policies and procedures, including safeguarding.
- The inspector looked at children's records, learning journals, observation, assessment and planning documentation.
- The inspector checked evidence of staff's suitability to work with children.
- The inspector spoke with individual staff and children at appropriate times throughout the inspection and carried out joint observations with the manager.
- The inspector spoke to parents and carers.

Inspector

Anne Parker

Full Report

Information about the setting

Winston's Place at Wirral Christian Centre was registered in 1983. It operates from various rooms within the Wirral Christian Centre in the Birkenhead area of Liverpool. The group serves the local community and is accessible to all children. There is a fully enclosed area at the rear of the building available for outdoor play. The provision is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year. Children are able to attend for a variety of sessions. Although the setting can accommodate 120 children, a decision was made to cap the intake at 100 children so the focus can be given to the individual child's quality of care. There are currently 156 children on roll, all of whom are within the Early Years Foundation Stage. The provision is registered on the Early Years Register. The group provides funded early education for two, three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ 28 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above and seven at level 2. The provision receives support from the local authority.

What the setting needs to do to improve further

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

- improve planning for individual children to successfully close gaps in all areas of learning, particularly the prime areas, so that children make the very best progress in their learning.

Inspection judgements

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

Staff have a reasonable understanding of the Early Years Foundation Stage and use this knowledge to plan activities which adequately support children in their learning and development and readiness for school. Activities are age appropriate and are based around a theme, which means that children are suitably engaged in their learning. However, planning does not consistently ensure that gaps are closing for all children across the areas of learning, in particular the prime areas of learning such as Personal, social and emotional development. Therefore, children make satisfactory progress rather than good progress. Staff undertake baseline assessments when children start at the nursery, taking parents knowledge and their own observations into account. Staff observe children while they play and make notes which are used to measure children's progress. Regular assessments of children's achievements are carried out and shared with parents, for example, the progress check at age two and summaries of learning when children move from room to room and into full time education. Educational programmes cover the

seven areas of learning and satisfactorily support children, as they progress towards the early learning goals.

Focused activities support children in their learning and development. For example, children learn about mathematical concepts through playing with play dough as staff talk to them about concepts, such as bigger or smaller, more and less. Staff support children's language and communication skills through a variety of activities, including talking to children about pictures on a worksheet, supporting them to identify and name colours and shapes. Younger children are enthralled by stories told by staff sharing a book enthusiastically and talking to them about what they see in the pictures. Letters and numbers are displayed around the setting and there is a good supply of books in each room, supporting children's recognition and understanding of written text.

Children benefit from French lessons and scheduled visits to the sensory/music room, cooking in the purposely designed kitchen and from access to the large garden for outdoor play. This ensures that children's experiences are varied and they gain a suitable range of skills in readiness for school when the time comes. Children with special educational needs are supported through partnership working with a range of other agencies, such as speech and language therapists. This ensures that children's individual and additional needs are appropriately supported. Parents know who their child's key person is and are kept informed about their child's care through a daily communication form. Feedback from parents during the inspection was that they felt informed of their child's progress through the parents evenings.

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

Staff are friendly and caring, which encourages children to develop appropriate attachments and supports their emotional well-being. For example, young children play a naming game so that they feel included in the group and can identify the names of the other children in the group. Staff stay close when they are feeding babies, minimising disruption and keeping the atmosphere calm.

Children generally behave well in the nursery; they usually listen to staff and play cooperatively with their peers. Children stay safe, as they are cared for in a safe environment by caring staff. Risks are minimised through the vigilance and care of the staff. Children are learning about safety through staff gently reminding them of particular rules. For example, while playing outside, children are reminded not to run on the wooden decking as it may be slippery. The environment is secure in and outdoors, welcoming and provides a range of experiences for children.

Children are developing an understanding of healthy food and activity as staff provide freshly prepared meals and snacks and opportunities for outdoor play. Healthy eating is promoted through displays around the building which also provides information to parents. Children are reminded to wash their hands after using the toilet and they sleep on comfortable mats with individual bedding, which actively helps to prevent the spread of infection. Children are beginning to learn about self-care skills, such as putting on shoes and coats when they go outside to play.

As children grow, they move from room to room a number of times and are prepared for these transitions through regular short visits, meetings between relevant staff and written assessments, all of which adequately support children.

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

Children are safeguarded and well protected in the setting because staff have a secure knowledge of the safeguarding policy and procedures. All staff have attended safeguarding training and are aware of appropriate procedures to follow should they be concerned about a child's welfare. There are a number of controls to ensure unwelcome visitors do not gain access to the children and staff are clear about how to implement this. Staff are vigilant in ensuring that children stay safe, for example, undertaking daily safety sweeps of the outdoor area before children go outside to play. Risk assessments are frequently carried out to identify potential hazards and minimise risks. In addition, the nursery records accidents and shares this information with parents. Staff are deployed effectively throughout the day to ensure that children are appropriately supervised and the required adult to child ratios are maintained.

There are robust systems in place for effective selection and recruitment of staff, which includes ensuring all appropriate suitability checks are carried out. Nursery management are supportive of staffs continued professional development. There are adequate performance management systems in place which support staff, for example, regular appraisals and face to face meetings with the manager. The manager uses observation of staff to adequately support identification of strengths and weaknesses in practice. There is a programme of professional development in place and a number of staff have been supported to study for further qualifications.

Management carry out suitable evaluation and this includes focussing on addressing previous inspection recommendations. Parents views are sought through an annual questionnaire and also on a daily basis as they drop off and collect their children. Staff work closely with parents to support children's progress. For example, staff are helping the parents of a child who is displaying some age-appropriate behaviour to ensure appropriate and consistent boundaries are in place. Staff also work well with other agencies to support the needs of children.

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	306523
Local authority	Wirral
Inspection number	917636
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	156
Name of provider	Wirral Christian Centre Trust Limited
Date of previous inspection	25/10/2011
Telephone number	0151 653 8307

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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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