

Linaker Primary School & Children's Centre

Linaker Primary School, Sefton Street, SOUTHPORT, Merseyside, PR8 5DB

Inspection date	03/04/2014
Previous inspection date	Not Applicable

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		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

- Teaching is consistently of a very high quality across the whole staff team and as a result, children are making rapid progress in relation to their starting points.
- Staff have an excellent knowledge of how children learn and provide rich, varied and imaginative activities for them. Consequently, children are very motivated and enjoy their time at the setting.
- Children are very well safeguarded at the setting. Staff carry out daily risk assessments, and there are robust policies and procedures in place to protect children from harm.
- Links with parents are strong. Staff gather very useful information from parents to establish children's starting points, and have a range of strategies to ensure parents are involved in their child's learning and development.
- The environment is very well resourced and organised to promote children's independence, and staff consistently support children's emerging self-care skills. Consequently, children are learning to become independent.

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 observed activities in the playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the management team and discussions with the staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with the children, and the provider's self-evaluation and improvement plan.

Inspector

Anne Parker

Full report

Information about the setting

Linaker Street Children's Centre nursery was registered in 2006 and is on the Early Years Register. It is situated within a primary school and children's centre in the Birkdale area of Southport, and is managed by a governing body. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff, all of whom hold appropriate early years qualifications. Two staff hold Early Years Professional Status, the manager holds a level 4 qualification in Early Years Management and the remaining 16 members of staff all hold level 3 qualifications in childcare. The nursery opens Monday to Friday, all year round from 8am until 6pm. Children attend for a variety of sessions. There are currently 116 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children, and supports 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:

- enhance further the excellent programme of staff development by increasing the use of peer observations.

Inspection judgements

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

Children clearly enjoy their time at the setting, are very well motivated and eager to join in with the wide range of activities that are available to them. The quality of teaching is consistently of a very high standard across the whole staff team, and as a result, children are making rapid progress in relation to their starting points. The curriculum is effectively delivered through a combination of adult-led and child-initiated activities, in a well planned and resourced environment. Staff have an excellent knowledge of how children learn, consequently providing rich, varied and imaginative activities for the children. All staff are highly skilled in supporting children's communication and language development. They consistently model language, extend sentences and introduce new vocabulary. For example, as children put together the train track, staff use words such as engineering and construct. Children are gaining an understanding of numbers as staff use everyday activities and play; to count, use simple addition and subtraction, and encourage children's problem solving skills. For example, as they play in the sand pit, children decide to make bricks using a mould, so staff support the children to find out how the sand will stick together, how much they need to fill the container and anticipate it's weight. All staff use a wide range of open-ended questions, which effectively promote children's critical thinking skills. Children's physical skills are very well supported as they have continuous access to outdoor space and a wide range of equipment, allowing children to climb,

traverse, run and ride on wheeled toys. There are lovely spaces, both indoors and outdoors, for children to explore, find mini beasts and make dens, and these are used imaginatively by staff and children. Consequently, children are developing skills in expressing their thoughts and ideas, and are able to lead their own learning. Staff teach children about rhythm, fast and slow, quiet and loud, as they sit on their music train and play musical instruments. Younger children try to scoop up spoons of gloop and watch it run away, as staff talk to them about what is happening, providing them with suitable vocabulary, such as cold and dripping. As a result, children are making excellent progress in relation to their starting points.

Staff know the children and their abilities very well. This is because they observe them frequently and assess their abilities formally every three months. Assessments are clear, precise and enable staff to plan their next steps in learning, so children make continuous progress. As a result, all children, including those with special educational needs and/or disabilities, receive excellent levels of targeted support. Staff are highly skilled at providing a wide range of activities to meet the individual needs of each child, while also developing children's interests. For example, staff and children have together made a dinosaur themed area. This includes a lovely display, books and stories and a table top sand tray with dinosaur models, rocks and plants. Children clearly enjoy visiting this area to play with the models, and continue to use their imagination. As a result, children are developing the skills and aptitudes they need for their next steps, including school.

Links with parents are excellent. Staff gather a wealth of useful information as children start at the setting, this helps to inform an initial assessment of children's abilities. Parents and staff have regular conversations about what children are doing and what they are learning next. As a consequence, parents have confidence in the staff and are fully involved in their child's learning.

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

Relationships are strong at all levels. Staff know the children very well because they take time to talk with their parents to find out their child's daily routine, likes and dislikes. They use this information to get to know the children and help them make friends and settle in. As a result, children are emotionally secure at the setting. Transitions are managed very well. Before children move on to the next room they are given a book about the new room and then taken on adventures to find out more. A series of planned visits allows them to participate in the activities and make new friends. Staff effectively share information about the children and as a consequence, children are emotionally prepared for their next steps in learning. The environment, both indoors and outdoors, is extremely well resourced and effectively organised to enable children to explore. Resources are presented imaginatively and stored in low level units so that children can make choices about what they play with. Children's independence is promoted further as staff skilfully encourage them when fastening zips and putting on shoes. Consequently, children are developing good self-care skills and this helps them to be ready for their move to school.

Behaviour is exceptionally good because staff are good role models, consistently promoting the use of good manners and reminding children about being kind to each

other. Additionally, they give clear messages about appropriate behaviour and use a range of strategies to engage all children in purposeful activities throughout the day.

Healthy lifestyles are very well promoted. Children are provided with a nutritionally balanced menu of snacks and meals and staff use mealtimes to talk to children about healthy eating. They chat about how vegetables grow and why it is important to drink plenty of water. Children brush their teeth daily at the nursery as the setting is involved in a programme supported and monitored by the local dental health team. Staff consistently model good hygiene practices, for example by washing their hands frequently and explaining to children why they do this. Consequently children understand the importance of adopting healthy practices. The outdoor environment provides children with meaningful opportunities to take risks as they climb on equipment. Therefore, children are learning how to keep themselves safe.

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

Leaders and managers have an excellent understanding of their responsibility to safeguard children. There are robust recruitment and selection procedures in place, which have a clear focus on protecting children. Induction processes are thorough and ensure all staff fully understand their responsibility to safeguard children. All staff attend regular safeguarding training and know what they should do if they have any concerns about a child. The premises are secure, visitors required to sign in, and doors and gates are kept locked, so that children do not leave without an adult. There are risk assessment procedures in place which staff carry out daily, and these are monitored by the management team. Where safety issues arise, they are dealt with swiftly and reported to relevant agencies as a matter of urgency. All accidents are appropriately recorded, shared with parents and analysed to see if future incidents can be prevented. Therefore, children are very safe while at the setting.

Monitoring of the educational programme is rigorous. Assessments of children's achievements are effectively reviewed to ensure they are consistent. Children's learning and development is closely tracked, this helps the whole team to identify individuals or groups of children who are not progressing as quickly as they might, or children who are more advanced and require further challenge in specific areas. The manager regularly observes staff and provides opportunities for them to reflect on their practice, through supervisions and annual appraisals. There are plans to extend this further, through a programme of peer observations and this will help staff to continue to improving their practice. Expectations of staff performance are high and under-performance is tackled quickly. Staff have access to a wealth of training opportunities and consequently they are constantly improving their already high quality understanding and practice. There is a clear drive for continuous improvement, this is evidenced by the well written self-evaluation and robust development plan.

Partnerships with parents and other agencies are excellent. The setting is part of a primary school and children's centre, and as such, there are a wide range of professionals on hand to support staff. For example, the children's centre staff provide support to help

identify areas of need, help to make appropriate referrals and support parents. As a result, children's needs are quickly identified and appropriate interventions put into place.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY336127
Local authority	Sefton
Inspection number	956606
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	116
Name of provider	Linaker Primary School & Children's Centre Governing Body
Date of previous inspection	not applicable
Telephone number	01704 532343

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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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