

# St Cuthberts Foundation Unit

ST CUTHBERTS PRIMARY SCHOOL, Aviemore Road, Liverpool, L13 3BB

## Inspection date

Previous inspection date

16/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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	1
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 quality of teaching is good, therefore, all children make good progress in their learning from their given starting points.
- The key person system is strong, effective and well-embedded. Consequently, children feel secure and make excellent secure attachments and children's individual needs are very well met.
- Staff have an excellent understanding of their responsibilities and the procedures for protecting and keeping children safe. Staff implement robust safeguarding and child protection procedures, which ensures that children are kept safe in the setting at all times.
- Partnerships with parents and other professionals are strong. As a result, all children, including those with English as an additional language are well supported to make good progress in their learning and development given their starting points.
- Children develop good early language skills because there is a clear focus on physical, communication, personal, social and emotional development. As a result, children are well prepared for the next stage of learning.

### It is not yet outstanding because

- There is scope to broaden the programme of professional development by completing formal observations of all staff, to identify areas for improvement to support children to make the best possible progress.

## 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 looked at children's assessment records and planning documentation.
- The inspector observed play and learning activities within the playroom and also in the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager and looked at and discussed the self-evaluation, and a range of policies, procedures and documentation.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Alison Regan

## Full report

### Information about the setting

St Cuthbert's Foundation Unit was registered on the Early Years Register in 2014 and is operated by the federation of St Cuthbert's and St. Sebastian's Catholic Primary School. It is based and operates from St Cuthbert's Foundation Unit which is managed by the school's early years manager. The setting is situated in the Old Swan area of Liverpool, Merseyside. There is a large enclosed area for outdoor play. The setting is open each weekday from 8.30am to 3.30pm during term times only. Sessions run from 8.30am until 11.30am and 12.30pm until 3.30pm. Children attend for a variety of sessions and there are currently 10 children on roll. The setting provides funded early years education for two-year-old children. The setting employs two members of childcare staff, who both hold appropriate early years qualifications at level 3 and level 4. The setting is managed and supported by the school early years manager who holds Qualified Teacher Status. The setting supports children who speak English as an additional language and receives support from the local authority.

### What the setting needs to do to improve further

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

- continue to develop the already good strategies to monitor the quality of teaching and learning by introducing more formal observations to further enhance the progress of all children.

## Inspection judgements

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

Teaching in the nursery is consistently good because all staff fully understand and have a secure knowledge of the Early Years Foundation Stage. Their good understanding means they are effectively supporting children and preparing them for the next stage in their learning. Additionally, staff are well qualified, which equips them to have an understanding of what constitutes good teaching and learning, which is appropriate to the age and stage of development. Staff in the setting know where the children are in their learning as they complete clear observations that show what children have achieved and how they can be supported further. As a result, children's next steps are well planned for on a daily basis and children gain the necessary skills in readiness for the next stage in their learning. Through the existing knowledge and skills that staff have acquired of every child, the educational programmes are varied and offer interesting activities to cover the seven areas of learning. Consequently, all children are engaged in suitable activities that are planned according to their stages of development and quickly become confident and active learners. For example, children enjoy playing in the mud kitchen where they are engrossed in transporting mud from the bucket to the microwave. After several unsuccessful attempts, they are praised by staff when they have succeeded in their task.

As a result, children have developed some of the necessary skills required to achieve in their learning. Children's reading skills are promoted well in the setting and they have access to a wide range of books. They enjoy sitting with staff listening to stories when they are relaxing after lunch. As a result, they are making good progress in literacy and early reading.

Children have continuous access to the indoor and outdoor learning environment, which provides children with an excellent range of opportunities to play, explore, investigate and become an active learner. This is a strength of the setting and children acquire the necessary skills to develop in their prime areas of learning. When children are outdoors they develop their physical skills by moving confidently. They climb, ride wheeled vehicles, dig and investigate in the mud kitchen. Staff provide children with the opportunity to mark make both indoors and outside and they use a variety of brushes to paint outside. When indoors, children use chunky pens and pencils to draw pictures, they scribble and draw their favourite rocket, which is praised by staff. This contributes to their early writing skills. Learning opportunities are constantly on offer for children throughout the day. For example, children enjoy mark making in the foam where they draw shapes and take pride in what they have achieved. As a result, children are acquiring the necessary skills for physical and personal, social and emotional development. Effective strategies are in place to promote communication and language skills in the setting. Staff ask effective questions to children and model language at every opportunity. For example, staff encourage children to join in songs to support children to extend their language skills. This ensures that children are developing the necessary skills in communication and language.

Staff have positive relationships with parents and external agencies. This means that parents are fully involved in the progress that the children are making. Staff complete a learning file for each child and record their progress onto a development tracker which is updated termly. In addition to the development tracker, staff complete a learning observation on each child also on a termly basis. From the information gathered, staff share achievements with the parents who are invited to contribute towards any progress made, this includes the progress check for children between the ages of two and three years. Staff work with parents by sending home a daily diary to inform the parents on what their child has achieved throughout the day. As a result, parents are kept up-to-date with their child's progress. Staff have very good partnership with parents to meet the individual needs of all children especially for children who speak English as an additional language. They speak to the parents on a regular basis to discuss their child's progress and identify if any support is needed. As a result, appropriate strategies are implemented to ensure children make progress in their learning. Staff make themselves available to speak to parents when the need arises. There are highly effective plans for transition activities into the nursery unit as children benefit from the shared space, which allows all staff to be involved with transition from the beginning. This supports the children to be prepared to move onto the next stage in their learning with confidence in order to continue their ongoing progress.

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

Children's emotional well-being is effectively promoted throughout the setting. The children benefit from an embedded key person system, which is effective and supports both children and their families. As a result, children form strong bonds and secure emotional attachments and feel very secure in their environment. Settling-in sessions are very effective and are tailored to help settle the child into the setting. This is further supported by children bringing in photographs from home to talk about their family members. This ensures that children settle quickly. On arrival, children separate very well from their carers as they are met by their key person. Children run off to find their friends and are eager to explore the highly stimulating environment. Consequently, children are happy at the setting and their needs are very well met. Transitions to the nursery are excellent as children share resources and space with those in the school based provision. Staff share information and work closely together with the parents by carrying out a home visit to further support children's interests and extend opportunities for learning. Highly effective transition strategies and partnerships with the nursery and school ensure that children have continuity of care and are very well prepared for the next stage in their learning.

Staff are very good role models as children treat each other with respect and patience, and staff provide consistent messages about right and wrong. Staff are sensitive and caring in their approach to managing children's behaviour and provide children with reminders and age-appropriate explanations, which supports children's understanding about what acceptable behaviour is. Children play well together, support one another and are beginning to make strong friendships. Behaviour strategies are consistent across the setting and consequently, behaviour is very well managed. Children learn to dress independently in preparation to play in the mud kitchen and they know they need to wash their hands after using the toilet, in order to prevent the spread of infection. As a result, they develop self-help skills of independence and confidence in caring for themselves and others, appropriate to their age and level of understanding. Snack times are social occasions where the children sit together and staff encourage conversation. Children's independence skills are promoted very well by staff as they are encouraged to clear the plates and cups away after snack time and they are supported well when eating their lunch. Children healthy lifestyles are further promoted in the setting as they benefit from continuous outdoor play where they use their skills to ride bikes with confidence, and jump in puddles in the rain. This means that children benefit from fresh air and are emotionally well prepared for the next stage in their learning.

The environment is highly stimulating, both indoors and outdoors, and is well-resourced and equipped to meet the needs of all children. Equipment is age appropriate and organised in a way which encourages children to access toys independently and challenges children to make progress in their learning. When outdoors, children learn from each other as they observe each other climbing, running and jumping within the available space. Children are supported to carry jugs of water to the mud kitchen to further enhance their learning. Daily risk assessments are completed to ensure that hazards are kept to a minimum. As a result, children play in a very safe environment and know when to take appropriate risks. Staff are deployed effectively in the environment to ensure that children are safe and secure. This also means that they are on hand to offer support to children when required. As a result, children are making very good progress in their

personal, social and emotional development.

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

Staff have an excellent understanding of their role in protecting children from harm and are fully aware of what to do should they have a concern about children's welfare. There are secure procedures for recruitment and vetting of all staff working with children. All staff have a current Disclosure and Barring Service check. Senior staff have attended relevant multi-agency training and all staff have attended regular safeguarding training. As a result, safeguarding arrangements are very strong and children are kept safe at all times. The setting has a comprehensive set of policies and procedures, which are reviewed on a regular basis; this underpins staff practice in the setting. All relevant documentation is current and up to date. For example, risk assessments are in place and reviewed regularly to ensure that hazards are kept to a minimum and fire evacuation drills are thoroughly recorded. As a result, children are well protected and kept safe at all times.

The management and staff team have a very good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. A high proportion of the staff hold suitable early years qualifications. This is reflected in the good quality of teaching throughout the nursery and has a positive impact on the outcomes for children's learning and development. The manager monitors and tracks children's assessment files to ensure all children are making good progress and their individual learning needs are well met. This ensures that any gaps in children's progress are swiftly identified and acted upon at the earliest opportunity. Recruitment procedures are thorough and new staff benefit from an in-depth induction plan. Staff receive opportunities to extend their knowledge by attending training specific to the needs of the setting, however, there is scope to extend continuous professional development for staff by introducing formal staff observations to further enhance children's progress. The manager has a clear direction on how she wants the setting to move forward. She has invested a lot of time researching into implementing a quality provision, which has been achieved. The manager has a written self-evaluation, which is incorporated into the overall action plan for the federation. This accurately highlights strengths and weakness for the setting. Consequently, the manager has capacity to further improve this already good provision.

Partnership with parents and external agencies are a key strength of the setting. The setting works closely with the local children's centre and offers parenting groups and short courses from the setting. As a result, parents are becoming more involved with the children's learning both at home and in the setting. Excellent relationships, information sharing and good communication systems ensure that parents are kept fully informed of their children's progress. Daily diaries provide parents with details on the child's day and parents have many opportunities to talk to staff about their children. This is underpinned by the effective key person system in place across the setting. There is consistent, secure support for all children and as a result, their needs are extremely well met. Parents are very happy with the setting and praise the commitment of staff and the homely

environment that the setting has to offer.

## 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

<b>Unique reference number</b>	EY474336
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	953629
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	8
<b>Number of children on roll</b>	10
<b>Name of provider</b>	The Federation of St Cuthberts and St Sebastians Catholic Primary School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 2284137

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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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