

Somerville Community Scheme

Somerville Primary School, Northbrook Road, Wallasey, Wirral, CH44 9EA

Inspection date	19/11/2014
Previous inspection date	26/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching is good and therefore, children make good progress in their learning and development. Staff are enthusiastic and provide a wide range of activities and experiences, which build upon children's interests and abilities.
- Partnerships with parents are strong and effective, which enables them to feel well informed and valued. This means that practitioners know children and their families very well and can provide care that is tailored to their individual needs.
- Strong leadership empowers staff to work well as a team, so that they provide consistent, good quality care for all children.
- Staff have a very good understanding of their responsibilities and the procedures for protecting and keeping children safe. They implement robust safeguarding and child protection procedures, which helps ensure that children are kept safe at all times.

It is not yet outstanding because

- Children sometimes miss learning opportunities or chances to make choices because they are unable to move freely between the two playrooms, which each house different types of resources.

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 looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the two playrooms and in the outdoor environment.
- The inspector carried out a joint observation with the deputy manager of the setting.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager and the deputy manager. She checked the evidence of qualifications and suitability of staff and looked at a range of policies, procedures and documentation.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Full report

Information about the setting

Somerville Community Scheme was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile unit within the grounds of Somerville Primary School, Wirral. The setting is managed by a committee and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 10 members of childcare staff, all of whom hold appropriate early years qualifications, including one with Early Years Professional status. The setting opens Monday to Friday, 8am to 6pm. The pre-school sessions are term time only from 8.45am until 11.45am and from 12 noon until 3pm. Children attend for a variety of sessions. Currently, there are 49 children on roll within the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It 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:

- build on the already stimulating environment to allow children have more opportunities to move freely between the playrooms, so that they make even better progress in their learning.

Inspection judgements

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

Children make good progress in their learning because staff are knowledgeable and have a good understanding of how to meet the requirements of the Early Years Foundation Stage. A strong partnership with parents from the outset also allows staff to have a good knowledge of each child's stage of development. For example, 'All about me' booklets are completed and shared by parents detailing what their child can already do, which allows staff to complete an accurate starting point for each child. Early on during the child's time at the setting, key staff meet with the parents to discuss their child's starting points and next steps in learning. This also provides an opportunity to discuss any concerns that the key person or parents may have. This means that from the start, staff are accurately supporting each child individually to enable them to make good progress in their learning. Staff complete regular observations and assessments on each child. These allow them to accurately plan exciting activities to challenge children according to their stage of development. For example, during a water play activity, children concentrate as they search for fish hiding underwater. They hold the fishing rod with both hands and move it around the water searching for the fish. While they are fishing, they sing songs that correspond to the activity. At the end of the activity, they count the fish that they have caught. As a result, the educational programmes cover the seven areas of learning and encourage children to become active learners. Good teaching strategies are in place to

meet children's specific needs and consequently, promote their all-round development. Staff are skilful in asking questions that challenge children's thinking and problem solving, which is appropriate to their age and stage of development. For example, during a mathematics activity, children are asked, 'How many items do we have here?' and 'If we took one away, how many are left?' Consequently, children are beginning to learn how to solve simple problems, which enables them to make continued ongoing progress.

Children have access to continuous indoor and outdoor provision. Staff provide children with the opportunity to make a variety of marks to support their early writing skills. For example, children are encouraged to make marks with crayons and pencils. Consequently, they are making good progress in this area. Support for children's language and communication skills is evident. For example, staff support children to learn and join in with a diverse range of songs and rhymes throughout the day. During group discussion, children are provided with opportunities to talk about the weather. They sit and talk to their friends about whether it is cold or sunny outside. Consequently, children are acquiring the skills to be confident when speaking in a group.

Staff have effective partnerships with parents. The setting operates an open door policy for parents and encourages them to talk to their key person at anytime should the need arise. This is a key strength of the setting and as a result, parents feel valued and involved in their child's progress. Parents share key information about their child's abilities and interests with staff. All children have their own learning journal, which includes photographs, observations and next steps. From the information gathered, staff are able to complete a written progress summary for each child. For example, progress checks for children between the age of two and three years are completed. Parents are invited to meet with their key person to discuss their child's progress and are encouraged to contribute to any progress that has been made. As a result, parents are very well informed of their child's progress. There are clear plans to support children into the next phase in their learning. This ensures that children are well prepared to move to school with confidence, in order to continue their learning and development. Staff ensure that children receive the right support that they need. Children with identified special educational needs and/or disabilities are supported very effectively because staff ensure that intervention is received at the earliest opportunity. This helps to ensure that all children make as much progress as they can in readiness for school. As a result, children of all ages acquire the skills, attributes and dispositions, which they need for the next stage of their learning.

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

An effective key-person system is in place. This means that children's emotional well-being is supported very well. Children benefit from well-planned settling-in sessions, which are flexible to meet their individual needs. This provides an important link between parents and staff, so that children's needs can be understood prior to admission. Staff are caring towards children and nurture their needs very well. For example, children are quickly comforted if they become upset. This supports children's emotional well-being. Staff are very good role models as children treat each other with respect and they provide consistent messages about right and wrong. Staff are sensitive and caring in their approach to managing children's behaviour and provide them with reminders and age-

appropriate explanations, which support their understanding about what acceptable behaviour is. Children play well together, help one another and are beginning to make strong friendships. Behaviour strategies are consistent across the setting, consequently, behaviour is very well managed.

Healthy lifestyles are promoted as children benefit from daily outdoor play where they use their physical skills to play on the bicycles and build tall towers with large blocks. Children learn how to make healthy food choices because staff implement a healthy eating policy and provide them with healthy options. For instance, children learn that carrots and apples are healthy and are good to eat. Menus are varied and dietary requirements are well catered for. Children are constantly encouraged to develop their independence and self-help skills throughout the day. For example, children learn to use the toilet independently and they know that they need to wash their hands after using the toilet, in order to prevent the spread of infection. Children select and retrieve their own resources during activities and they put on their own coats in preparation to play outside. This means that children are emotionally well prepared for the next stage in their learning.

Staff are deployed effectively in the environment to ensure that children are safe and secure. Daily risk assessments are completed to ensure that hazards are kept to a minimum. As a result, children play and are able to take risks in a safe environment. This also means that they are on-hand to offer support to children when required. The environment is clean, 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. Displays show children's work and photographs of their families. This helps ensure that children's emotional well-being is met well. However, on occasions, children's learning is not fully maximised because they do not have opportunities to be able to freely move between the two playrooms. This can limit their choices and opportunities to focus on one activity for as long as they would like.

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

Staff fully understand their role in protecting children from harm and are fully aware of what to do should they have a concern about their welfare. Senior staff have attended relevant multi-agency training and all staff attend regular safeguarding training. There are robust procedures in place for recruitment and vetting of all staff working with children. All staff have a current Disclosure and Barring Service check and are suitable to work with children. Recruitment procedures are thorough and new staff benefit from an in-depth induction plan. As a result, safeguarding arrangements are 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. These underpin staff practice. 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.

The management and staff teams have a very good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Effective systems are in place to monitor and track children's development and progress. This ensures that

intervention is received at the earliest opportunity to provide the best outcome for children, who require additional support. Staff are also well qualified, which equips them to have an understanding of what constitutes good teaching and learning. This is reflected in effective teaching throughout the setting and has a positive impact on the outcomes for children's learning and development. As part of the recently developed system for monitoring staff performance, they receive regular appraisals and supervision meetings and have opportunities to extend their knowledge by attending training specific to the needs of the setting.

The management and staff have clear focused improvement plans in place to secure continuous improvement in the setting. All practitioners are committed to provide an excellent service for children and their families, therefore, making a positive difference to their lives. The manager and the team have ensured that recommendations from the last inspection have been fully met. For example, the team has reviewed and strengthened their approach to involving parents in their child's learning. As a result, partnerships with parents are highly effective and good communication systems help ensure that they are kept fully informed about their children's progress. Parents feel that they receive good information about their child's progress and comment that they have made progress in their learning since starting at the setting.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	306487
Local authority	Wirral
Inspection number	867670
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	49
Name of provider	Somerville Community Scheme Committee
Date of previous inspection	26/03/2012
Telephone number	0151 637 2467

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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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