

# Bidston Avenue Early Years Pre School

Bidston Avenue Primary School, Tollemache Road, BIRKENHEAD, Merseyside, CH41 0DQ

<b>Inspection date</b>	08/12/2014
Previous inspection date	14/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Staff have a good understanding of how children learn and they provide a varied curriculum which supports children's development in all seven areas of learning. Consequently, all children are making good progress in their learning.
- Staff foster children's emotional well-being effectively using the key-person system. Consequently, children feel happy and secure at the setting.
- Staff help children to stay safe as they provide clear messages to children to promote their understanding of safety and their own behaviour.
- The leadership team monitor the educational programmes effectively and have developed good systems for partnership working with parents and other professionals. Consequently, staff are able to secure interventions for children quickly, where required.

### It is not yet outstanding because

- Staff do not always provide children with time to reflect on their learning or enough opportunities to follow their own ideas during planned activities. As a result, their critical thinking skills are not maximised.
- Pre-school children do not always have opportunities to make independent choices at snack time. Consequently, their independence and understanding of healthy foods is not maximised.

## 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 reviewed evidence of the suitability of staff to work with children and sampled their qualifications, including paediatric first aid.
- The inspector conducted joint observations with the leadership team, observed activities in the pre-school and out of school provision, and sampled children's learning records.
- The inspector spoke with staff at appropriate times during the inspection and took into account the views of parents recorded by the setting.
- The inspector met with the leadership team and sampled the policies and procedures of the pre-school and out of school club.

## Inspector

Lauren Grocott

## Full report

### Information about the setting

Bidston Avenue Early Years Pre School was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Bidston Avenue Primary School in the Birkenhead area of Wirral, and is managed by a voluntary committee. The pre-school and out of school provision operate from designated rooms within the host school and there is an enclosed area available for outdoor play. The pre-school employs 12 members of staff who work directly with the children, including the manager. Of these, eight hold appropriate early years qualifications at level 3 and one at level 2. The pre-school also employs two staff with Early Years Professional status. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 6pm. The pre-school also offers out of school sessions from 8am until 9am and 3pm until 5.45pm. Children attend for a variety of sessions. There are currently 57 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school 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:

- provide children with more time to reflect on their learning and even more opportunities to follow their own ideas during planned activities, in order to fully support their critical thinking skills
- provide all children with choices at snack time to maximise their independence and further enhance their understanding of healthy foods.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop. They plan activities from their observations of children's skills and interests. Staff promote diversity and cultural awareness by using children's existing interests, such as football or food tasting, to foster children's interest in the wider world. Staff also maximise spontaneous opportunities to increase children's understanding of the natural world, for example, by taking them outside to talk about the hail which they could hear falling from the indoor classroom. Staff have a strong focus on children's communication and language skills. They promote children's understanding of phonics in a fun way which is meaningful to children, for example, by rhyming their name with a similar sound. Staff ask children effective questions about a story they are reading, and skilfully link this to children's home lives to engage their interest. However, staff do not always provide children with time to

reflect on their learning or enough opportunities to follow their own ideas during planned activities. As a result, their critical thinking skills are not maximised. Despite this, children benefit from a varied curriculum and are motivated in their learning.

Staff ask parents to provide meaningful information about children's existing skills when they first begin attending the setting. They use this information and their own observations to form accurate initial assessments of children's development. This helps staff to get to know children well and plan activities that appeal to children and extend their existing skills. Staff effectively monitor children's progress and share this with parents on a regular basis. Parents are invited to make their own contributions to children's learning records by adding comments about children's learning and achievements at home. Consequently, staff have a balanced picture of children's skills and development, in order to plan activities which will continue to interest and engage them. Staff have devised effective procedures to conduct the progress check for children aged between two and three years. Where possible, staff endeavour to share this information with other professionals, in addition to parents, in order to identify any areas of development that are less advanced than expected in a timely manner. Staff have established effective systems for sharing information with parents. Children who have special educational needs and/or disabilities are equally well supported as staff work closely with parents and external agencies, in order to promote a consistent approach to their learning. As a result, all children receive good support in their progress towards the early learning goals and are developing the skills and attitudes needed for their future learning and the eventual move to school.

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

Children's emotional well-being is effectively fostered by staff using the key-person system. Staff know children well as they ask their parents for meaningful information about their preferences and routines when children first begin attending the pre-school. Consequently, children feel happy and secure at the setting. Staff act as good role models for children. They provide clear messages about their expectations of children's behaviour and the rules of the pre-school. All children demonstrate an understanding of this, for example, when staff turn over a large egg timer children know it is almost time to start tidying away their toys. Staff also help children to develop an understanding of their own safety as they remind them that the outdoor area might be slippery because it is wet. Children show an understanding of this as they confirm that they should not run outside when the floor is wet in case they hurt themselves.

Children receive good support from staff when they are settling-in to the pre-school. They are invited to visit the pre-school with their parents, to begin building relationships with staff and to become familiar with the environment and other children. Staff support children's feelings of belonging and self-esteem by celebrating their achievement, for example, they present children with certificates or notes in their learning records. As a result, children are confident and happy. Children are very well supported by arrangements implemented to help them move on to school. Staff have good relationships with the teachers at the host school in order to effectively share information about

children's needs. Staff are invited to work in the reception class of the host school for a prolonged period of time in order to provide extended support for children as they become familiar with their new routines, surroundings and the out of school club. This makes a significant contribution to children's emotional well-being.

Children's health is well supported. Staff ensure hygiene routines are well embedded and children undertake these independently wherever possible. Children in the pre-school partake in exercise sessions run by external providers and enjoy doing sponsored walks to promote their physical health. Children in the out of school club frequently use the school hall to run, jump and play a range of physical games to promote their physical health further. At the out of school club, children are offered a variety of healthy breakfast options, such as cereals, toast and a selection of fresh fruit juices, milk and water. They confidently help themselves to these as they prepare their own toast and pour their drinks. Staff sit and socialise with them to talk about what they are eating and where their food comes from. Staff in the pre-school also use meals as opportunities to socialise with children. However, in the pre-school children do not always have opportunities to make independent choices at snack time. Consequently, their independence and understanding of healthy foods is not maximised.

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

The leadership team has a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have devised good systems to monitor the educational programme. This means that children's progress is effectively tracked to enable staff to quickly identify any areas of learning that are less advanced than expected, in order to secure interventions for children, where appropriate. Staff share information about children's learning between the out of school provision and host school in order to ensure they can effectively complement the learning children receive at school. Staff have good partnership working skills. They build effective relationships with parents and other professionals in order to promote a consistent approach to children's learning. Consequently, all children receive good support to help them progress towards the early learning goals.

The leadership team has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager has devised robust recruitment procedures and conducts vetting checks on all staff to evidence their suitability to work with children. The manager asks staff to declare their continuing suitability on an annual basis and conducts further vetting checks every three years in order to monitor the suitability of staff to work with children. She has created robust safeguarding procedures and staff demonstrate a good understanding of these. They are aware of the correct reporting procedures, should concerns arise regarding the welfare of a child, and have the confidence to follow these. Staff have risk assessed all areas used by the pre-school and out of school club in order to identify and minimise any hazards. Consequently, children are kept safe from harm.

The leadership team has implemented good procedures for monitoring and supporting staff. They operate a mentoring system so that new or less experienced members of staff are supported by established and experienced staff. The leadership team observe teaching practice regularly to establish the training needs of each team member, in order to improve the already good quality of practice even further. The manager has completed a self-evaluation form for the setting and has identified accurate priorities for improvement. She has devised good systems to implement these improvements and demonstrates the capacity to sustain them. Parents and children are asked to contribute their opinions about the pre-school and out of school provision, so that the leadership team can consider their requests when developing the service. For example, the committee agreed to extend the opening hours of the pre-school so that they could provide more flexible care for working parents.

### **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

<b>Unique reference number</b>	EY232861
<b>Local authority</b>	Wirral
<b>Inspection number</b>	855795
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Bidston Avenue Early Years Pre School Committee
<b>Date of previous inspection</b>	14/01/2010
<b>Telephone number</b>	0151 653 3291

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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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