

May Logan Centre Under 2 Provision and Creche



May Logan Health Centre, 294 Knowsley Road, Bootle, L20 5DQ

Inspection date	1 March 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The staff team is well qualified. The provider enables them to build on their existing knowledge and skills through regular professional development. Supervision procedures to support staff are robust.
- The provider considers the views of others when evaluating the effectiveness of the provision. She has identified a number of targets for improvement to enhance the overall quality of the service that the setting provides.
- Staff have a good understanding of how children learn and show they have high expectations of what each child can achieve. All children make good progress.
- Staff have a sharp focus on encouraging children to become resilient. They use praise very well to support children's self-confidence and encourage them to follow their own ideas.
- Staff understand the importance of working in partnership with others. They are proactive in seeking the support of other agencies, as well as parents, to give children the additional support which successfully promotes their all-round development.

It is not yet outstanding because:

- Staff, sometimes, miss opportunities to maximise children's speaking skills, particularly during planned activities.
- Staff do not fully make the most of opportunities for children to undertake tasks which help to build on their independence and cooperation skills.

What the setting needs to do to improve further

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

- sharpen opportunities to promote children's early speaking skills, particularly during planned activities
- build on the existing opportunities for children to develop independence and the ability to cooperate during group tasks or activities.

Inspection activities

- The inspector completed a joint observation with the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as the self-evaluation form and evidence of the suitability of staff working at the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector took a tour of the provision.

Inspector

Lauren Grocott

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a clear understanding of the correct action to take should they have concerns regarding the welfare of a child. Staff are constantly reviewing the safety and suitability of the environment. Their risk assessment practices enable them to minimise any hazards, in addition to encouraging children to think about their own safety. The provider has devised robust supervision and professional development procedures. Staff have regular opportunities to build upon their existing knowledge to further enhance their practice. The staff team is proactive in involving parents and other professionals to support children. They make very good use of information gathered about children's interests and achievements at home to support their learning at the setting. Parents praise staff for the support and ideas they are provided with to continue children's learning at home. Effective monitoring systems enable staff to focus on closing the gaps in children's learning.

Quality of teaching, learning and assessment is good

The provider's monitoring of children's progress and attainment enables her to quickly identify areas where children may require support in their development. Staff's regular and precise observations of children's learning are used effectively. Planning systems enable staff to focus on children's interests and how these can be used to promote their development across all areas of learning. Children explore making marks and different textures. They develop their fine-motor skills. They use scissors, foam and coloured pens to decorate their artwork. Staff encourage children to follow their own interests. Children experiment with cause and effect as they add soft balls to a tray of foam and observe what happens as they throw them back onto the ground. Staff enhance children's listening and attention skills in a variety of ways. All children respond happily and some join in as staff sing a greeting song at the start of each session.

Personal development, behaviour and welfare are good

The learning environment is very well planned. Children can access a wide variety of resources and choose how and where they would like to play. Children are encouraged to run, jump and balance in the outdoor area. Staff make good use of opportunities to provide children with physical exercise and fresh, healthy snacks. Children are confident in following hygiene routines and staff explain why this is important. The key-person system is well embedded in practice. Staff are very responsive to children's needs. They know how to soothe children when they are upset or when to give them time to settle. Children are growing in confidence and develop a sense of belonging. They eagerly attach their name and picture to the registration board to show they are in the setting that day. Staff are good role models for children. Children develop a sense of respect for one another and the resources available to them.

Outcomes for children are good

Children are making good progress relative to their individual starting points. They are confident individuals who are developing the key skills which prepare them well for their next stage in learning.

Setting details

Unique reference number	EY479140
Local authority	Sefton
Inspection number	984021
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	12
Number of children on roll	12
Name of provider	Liverpool Housing Trust Limited
Date of previous inspection	Not applicable
Telephone number	01519228588

May Logan Centre Under 2 Provision and Creche was registered in 2014. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 12 noon, with creche facilities provided between 1pm and 4pm, where required. The setting provides funded early education for two- and three-year-old children.

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