

Winston's Place at Wirral Christian Centre

Woodchurch Road, Birkenhead, Wirral, CH41 2UE



Inspection date

22 December 2016

Previous inspection date

22 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not assess children's ongoing development enough. This means that some staff are not clear about what children need to learn next and planned activities are not always used effectively to help children make good progress.
- The manager does not gather sufficient information when children first enrol to ensure enough is known about what they already know and can do. This means that some children do not benefit from swift, targeted teaching to help them progress in their learning.
- The manager has not implemented thorough procedures to evaluate the setting's overall effectiveness and areas for improvement. Staff supervision does not provide staff with an awareness of their strengths and areas for development.

It has the following strengths

- Children enjoy warm, responsive attachments to their key person. Staff are deployed well to ensure individual children benefit from a cuddle or a favourite story in the book corner.
- Children show confidence and a keenness to engage with visitors. They are outgoing and full of fun. Children of all ages behave well. They respond positively to the simple rules and boundaries the staff have established.
- Practice in the pre-school room is stronger than other rooms. Knowledgeable and well-qualified staff provide a lively and engaging learning environment. Children make good progress in their learning and are well prepared for their eventual move to school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure detailed information is gathered from parents about what their children know and can already do when they start	21/01/2017
■ ensure methods of assessment identify children's next steps in learning and plan activities that help them make better progress in their learning.	21/01/2017

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

- develop the methods of assessing staff performance further to ensure weaker teaching is identified and clear targets for improvement are set
- evaluate the overall effectiveness of the setting and identify where improvements can be made.

Inspection activities

- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.
- The inspector spoke with children and their key persons at appropriate times during the inspection and held meetings with the manager and deputy manager. She discussed the steps the manager has taken to evaluate and improve practice.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The environment is safe and clean. Staff implement effective risk assessments and supervise students and children to ensure children's well-being is maintained. Staff can identify the signs that may suggest a child is at risk of harm and they know who to contact should they have concerns. The manager and her deputy understand their professional responsibilities. Should any complaints arise, appropriate systems are in place to address any concerns raised. However, their ongoing evaluation of the setting's effectiveness is weak and areas for development are not identified. Also, staff supervision is not effective in monitoring the quality of teaching or helping staff improve their skills. However, training supports staff's sound understanding of child protection, first aid and food hygiene. Partnerships with outside agencies are well established. For example, staff meet with teachers, health visitors and social workers to exchange appropriate information in order to maintain children's well-being.

Quality of teaching, learning and assessment requires improvement

Methods for assessing children's development are not effective. The manager does not ensure that enough information is gathered from parents when children enrol to establish what they already know and can do. Staff do not assess children's progress enough to identify and plan for their next steps in learning on a regular basis. This is particularly evident in some rooms for two-year-old children, where, despite being well qualified, staff do not plan activities that promote children's learning. However, staff are better at supporting children's learning during periods of child-led play. Two-year-old children show delight as they learn number names during an exciting action song. Pre-school children recognise letter names and confidently type their names on a laptop. Children enjoy activities which contribute to their understanding of the world around them. For example, they learn about the celebrations of a variety of different cultures.

Personal development, behaviour and welfare are good

Children learn about foods that are healthy through hands-on activities, such as planting vegetables. The food provided is well balanced and staff use mealtimes to teach children independence skills. Children willingly help to tidy up and respond positively to staff reminders to play safely. Children have developed strong attachments to staff and enjoy spending time with them. Parents are provided with daily feedback about children's care needs and are invited to celebrations. For example, a performance of the Nativity or the pre-school graduation ceremony, which contributes to children's growing self-esteem.

Outcomes for children require improvement

Some younger children are not making as much progress as possible. However, older children are developing some of the skills they need to move on to school. Most children communicate their wants and needs and are confident to approach visitors. Children listen to staff, who encourage them to take turns and share toys. Children make their own choices for a large part of each day. They access the toys they want and show a drive to explore and experiment in their play.

Setting details

Unique reference number	306523
Local authority	Wirral
Inspection number	1080291
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	100
Number of children on roll	174
Name of registered person	Wirral Christian Centre Trust Limited
Registered person unique reference number	RP525230
Date of previous inspection	22 May 2014
Telephone number	0151 653 8307 x 113

Winston's Place at Wirral Christian Centre was registered in 1983. The nursery employs 31 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 and above, including five with early years professional status or qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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