

Somerville Community Scheme

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



Inspection date

7 December 2017

Previous inspection date

19 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership and staff team are very enthusiastic and committed to their roles. They work together successfully to provide a high-quality service for children and families.
- The manager's use their tracking systems well to monitor the children's good progress in all areas of learning. They plan interventions and use additional funding to support children's individual needs and close the gaps in their learning.
- The key-person system is highly effective. Staff have an excellent understanding of children's needs and stages of development. They form close attachments to children and support them to develop positive friendships with other children.
- Children's language and communication skills are supported well. Staff use a wide range of strategies to promote children's speaking and listening skills. They work alongside speech professionals to assess children's levels of development and tailor activities.
- Staff are excellent role models. They provide consistent messages about behaviour and encourage children to consider the needs and feelings of others. Children behave very well and treat each other with respect.

It is not yet outstanding because:

- Opportunities for staff to share good practice across the team and raise the quality of teaching to the highest level have not been consistently developed.
- Children have fewer opportunities to explore and develop their understanding of weight, measurements and capacity.

What the setting needs to do to improve further

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

- provide further opportunities for children to explore and develop their understanding of measurements, weight and capacity
- strengthen the systems for staff supervision further and provide more opportunities for staff to share examples of excellent practice to help to raise the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the provider and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is good

The leadership team has high expectations of the setting. They evaluate the overall quality of their provision and use tracking well to identify areas for improvement. Staff are well qualified and knowledgeable about the early years foundation stage. They access training and use their knowledge to implement new ideas, such as a forest-school area. Safeguarding is effective. The provider ensures staff are kept up to date with changes in government guidance and legislation. Thorough recruitment procedures are in place to make sure staff are all vetted and suitable for their roles. The leaders observe staff practice and discuss the quality of interactions with children. They identify further training for staff to support their roles, including for supporting children with special educational needs. Staff have established good links with the local community and a wide range of professionals. Partnerships are used well to support children's development and care needs.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children's learning and plan interesting activities to support their next steps in learning. Children select resources independently and participate well in group activities. Staff encourage children to repeat words and use descriptive language when exploring objects. Children contribute to discussions and share their experiences. They display a positive attitude towards learning and engage well in self-chosen activities. Children enjoy constructing simple den areas with staff and explore sensory objects. They build towers and staff encourage children to count objects as they play. Outside, children follow simple instructions and negotiate obstacles. Staff test their ability to recall information and encourage them to help each other with tasks.

Personal development, behaviour and welfare are outstanding

Children develop an excellent understanding of healthy choices and lifestyles. For example, during physical activities, they discuss the benefits of exercise and the effects this has on their bodies. Staff plan a wealth of activities to promote children's physical skills and control. Children learn about managing risks and display a very good understanding of how to stay safe. Younger children dress themselves confidently for outdoors and display high levels of independence with daily routines. Children's opinions are extremely valued by staff and reflected in their planning. Staff support children's self-esteem exceptionally well and focus on building their confidence. They work closely with parents to assess children's progress and collect detailed information when children start.

Outcomes for children are good

Children progress well from their starting points. They are supported to develop the key skills required for their next stage in learning and their future move to school. Younger children are curious and inquisitive. Older children show an interest in reading, mark making and sounds. They select their favourite books to read and remove their name cards during self-registration. Staff discuss reading strategies with the host school and share a range of resources with parents to support children's learning at home.

Setting details

Unique reference number	306487
Local authority	Wirral
Inspection number	1103516
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	24
Number of children on roll	31
Name of registered person	Somerville Community Scheme
Registered person unique reference number	RP524504
Date of previous inspection	19 November 2014
Telephone number	0151 637 2467

Somerville Community Scheme registered in 1996. The setting employs 10 members of childcare staff, of these five hold appropriate early years qualifications at level 3, and three members of staff hold qualifications at level 2. One member of staff holds an appropriate early years qualification at level 6. The setting opens Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are available from 8am until 6pm, including the out-of-school provision. The setting 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

