

Ganney's Meadow Early Years Centre

Inspection report

Unique Reference Number	104986
Local authority	Wirral
Inspection number	336399
Inspection dates	25–26 May 2010
Reporting inspector	Brian Padgett HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery
School category	Maintained
Age range of pupils	0–5
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Mrs Alison Cretney
Headteacher	Mrs Caroline Roberts
Date of previous school inspection	June 2007
School address	New Hey Road Woodchurch Wirral CH49 8HB
Telephone number	0151 6779255
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Email address	schooloffice@ganneysmeadow.wirral.sch.uk
Registered childcare provision	Ganneys Meadow Early Years Centre
Number of children on roll in the registered childcare provision	45
Date of last inspection of registered childcare provision	September 2006

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed children learning and staff teaching over approximately seven and a half hours. They observed teaching and learning in the nursery and childcare rooms, crèches and the extended day room. Meetings were held with parents, governors, staff, a representative of the local authority and the chair of the local extended schools consortium. Inspectors looked at children's learning journey books, records of the activities children had undertaken, school policies and documentation. Inspectors analysed 107 parent questionnaire returns and 11 staff questionnaire returns.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the leaders and managers, including the governing body, manage the complexity of running a school, childcare provision and a children's centre at the same time
- the impact on children and their parents of having access to childcare, nursery education and integrated health and family services under one roof.

Information about the school

Ganney's Meadow Early Years Centre provides nursery education, childcare and a children's centre for the community of the Woodchurch estate and the surrounding district. The inspection of the nursery school and childcare provision were carried out jointly and are reported together in this single report. The children's centre was not inspected, although inspectors evaluated how its services impact on what is achieved in the childcare and nursery provision.

Children may start at the centre at a number of points: in the childcare section as a baby or child under three years, joining a crèche while a parent attends a course or training, or joining the nursery school for a part-time session during the morning or afternoon. Most children carry on to the nursery having attended childcare, but children may leave at various times depending on family circumstances. Children may attend different primary schools when leaving the nursery. There are other possibilities for parents, as the school provides extended care for working families and for some children with special educational needs and/or disabilities.

The majority of children attending childcare and nursery education are local. However, some of the children whose parents and carers access childcare or have chosen to bring their children to the nursery live out of the immediate area. Most children are of White British heritage although a few children are from minority ethnic backgrounds. The Woodchurch estate is identified as an area of social and economic disadvantage.

The nursery has Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school

1

The school's capacity for sustained improvement

2

Main findings

The school, its childcare section and its children's centre are known collectively within the community as 'Ganney's'. They are seen by parents, carers and local people as a single entity. The centre has a good local reputation. This reputation is richly deserved. Together, the nursery school and childcare provide children with the highest standards of care and a very good start to their education. The children's centre significantly enhances the school's capacity to provide family services, including health services and family learning and support. Overall, the centre offers an excellent service for children and their families.

Outcomes for children are outstanding. Without exception, children make good progress in each part of the provision. Potentially vulnerable children, especially those with disabilities, special educational needs or those demonstrating some form of developmental delay, make exceptional progress. Many children begin the nursery with levels of development that are below those expected for their age. They leave, on the whole, with levels of development that match those of other children, and some leave having begun to achieve the goals expected at the end of the Early Years Foundation Stage. There are many strengths to children's overall personal development. Above all, they enjoy their learning indoors and outside and have complete trust in their teachers and key workers. Their learning prepares them well to move on to the Reception classes in primary schools. Children's development of language and communication is good but the centre would like to see greater development of language within the childcare and nursery and inspectors agree.

The care, guidance and support for children and families across the childcare and nursery are excellent. The systems to ensure the health and safety and well-being of children are exemplary. Staff at all levels are very vigilant about safeguarding arrangements. Very young children in childcare and those who attend crèche sessions are cared for very well indeed, as are children in the nursery, particularly so for the children with special educational needs and/or disabilities. The opportunities for parents and carers to be supported and to learn about parenting are far beyond those seen in most schools, because of the facilities provided for them in the children's centre. The centre extends a warm welcome to everyone. Most of the services parents and carers might need are provided under the one roof and some, such as the on-site library, are exceptional. Provision for children throughout the centre fully meets the requirements of the Early Years Foundation Stage curriculum. This includes the excellent extended care provision available for nursery age children

before and after school. The quality of teaching is good across all the areas of learning. Children have access to outdoor spaces with many opportunities for imaginative play. Staff record children's progress well and detailed journals of children's experiences and learning are shared with parents and carers. Despite the good quality of provision, the school is keen to improve further. It recognises that children would benefit from better language development and more consistently stimulating experiences, inside and out. Teachers are developing their assessments on where each child or group of children are in their stage of development, in order to help tailor learning opportunities to better meet their needs.

One of the centre's major strengths is the sustained commitment of its leadership to providing the very best start for children. The school's leaders are passionate in their belief that this can only be achieved by working in partnership with parents and carers and that in securing the best support for families they provide the best start for children. In most respects, the centre is a model for equality and inclusion. It is very well governed and managed, with the headteacher, as head of centre, playing a crucial and highly effective role. The centre has developed in its chosen direction over many years and now provides an excellent example for other schools developing along these lines. Partnerships with a host of services for families and children, including those with other schools, are well established. For all its complexity, the centre runs very effectively for the benefit of all who use it. Parents' and carers' levels of satisfaction are very high. Senior staff and governors are good evaluators. They know what they do well. They are skilled at identifying areas for further improvement and implementing actions to achieve improvement. The centre has a good capacity for sustaining its record of continuous improvement.

What does the school need to do to improve further?

- Improve the teaching and learning even further, by:
 - improving children's language skills and developing more creative learning opportunities for them
 - refining the analysis and use of data on children's progress, including the analysis of how different groups of children are doing.

Outcomes for individuals and groups of pupils

1

Children attend the centre's childcare facilities and nursery classes from a range of backgrounds and with varied starting points. In general, many children begin at the centre with lower levels of learning and development than most children of their age. A minority exhibit significant developmental delay in their social and emotional development and several children are already identified by health professionals as having special educational needs and/or disabilities. One of the strengths of the centre is that all children, from whatever starting points, in childcare and in nursery classes, make good progress. Parents, carers and professionals identify exceptional progress for children with special educational needs and/or disabilities.

Across the range of recognised indicators for children's personal development and well-being, children do exceptionally well. They clearly enjoy their learning. They

learn about healthy eating, hygiene and take plenty of exercise. Boys in particular love the freedom of playing outdoors. They feel safe and this helps their confidence. They learn to cooperate well together, take turns and make friends. They take responsibility willingly and behave well. Through play, they are learning many of the basic skills of speaking and listening, early reading, counting and mark making. In the nursery, they work in groups with teachers and support staff to refine these skills so that they are well prepared for moving to the primary school. At the end of nursery, children generally reach the levels of development expected for their age with some achieving better than this. Moreover, most enter primary school as confident and keen learners with good social skills. For a minority of children, though they thrive within the centre, their progress can be fragile, depending heavily on the relationship they have with their key worker and the familiarity of the centre.

Children's spiritual, moral, social and cultural development is excellent. The school uses the device of a toy bear, 'Ganney Bear' to promote the children's sense of what is right and proper and this is very effective for these young children. They learn much about their local environment but also celebrate other cultures and contribute towards national charities. Attendance is not compulsory for children of this age. However, the school works hard to make sure that attendance is regarded as important and that good habits are established with children and families for the next phase of education.

The quick and easy access for parents and carers to health advice and family support was said by parents to be very welcome and extremely helpful to those who used them. They were clear that the range of drop-in services and courses on offer helped them to be better parents for their children. The crèches and extended day facilities were highly appreciated by parents and carers.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	1
Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Throughout the centre, the Early Years Foundation Stage curriculum for children 0-5 years is securely in place. All the different areas of learning are available to each age group of children and most learning and development opportunities occur through guided play. There was evidence of imaginative teaching providing rich experiences for children, but this was not sufficiently consistent across childcare and the nursery for the teaching to be judged outstanding in quality. There are several outstanding aspects to provision, the most evident being the quality of relationships between staff and children and the quality of care and support that staff provide for children. The nursery and childcare operate a key worker system, where each member of staff takes particular responsibility for a named child. Key workers get to know their children exceptionally well. These aspects set the ethos for the centre, and are consistent throughout, making this a happy and emotionally secure environment in which children learn and develop. Promoting children's language and communication skills is a priority for the centre. It is taking part in a number of initiatives and progress is being made although this aspect of children's learning remains a priority. Parents and carers are treated as partners and many resources are freely available for them to take and use at home. Childcare and nursery rooms have easy access to outdoors and children spend much time learning outside in the fresh air. The quality of provision outdoors is good although the centre has plans for further improvements. There is an on-site community library, which is used very frequently by the centre to promote the enjoyment of books and reading.

Staff keep careful records of children's development in their learning journals. These are shared with parents and carers. Teachers assess children's levels and stages of development in order to check on progress and aid the planning of suitably challenging experiences. However, this process is at a relatively early stage of development and the information gained is not, as yet, being used to check that different groups of children, such as boys and girls, for example, make equally good progress.

The additional opportunities for partnerships between parents and carers, teachers and support staff and children's centre staff make a considerable positive difference to the quality of the provision. This is particularly true for those parents and carers with children who have special educational needs and/or disabilities or who are themselves vulnerable. The ability of health and family services to provide wrap-around care alongside education makes an enormous difference to individual families, and the centre provided evidence to prove this. Skilled and experienced staff ensured that children's learning, development and well-being were promoted just as well in the crèches and extended care room as in the rest of the centre.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management at all levels are very strong. The centre has evolved an holistic approach to the education and care of children, providing excellence in early education with a partnership with parents and carers, for many years. The governing body has a wide range of expertise and solid representation from parents, carers and the community. It is well organised and hardworking, providing the headteacher/head of centre with very effective support and challenge. School self-evaluation is rigorous. Governors and senior managers are committed to improvement and have clear plans for further development, including more effective evaluation of performance through data analysis. The senior management team reflects the broad nature of the centre's remit and there is a Centre Development Team representing the extra layers of stakeholders within a children's centre.

The headteacher/head of centre embodies the ethos of the centre and provides a very effective lead for all aspects of its work. There is good delegation of responsibility to leaders for education, health and family support and between childcare and nursery education. The school operates smoothly and efficiently. Partnership working is excellent. The centre is committed to its partnership with parents and carers in the education of their children. It evaluates its success in relation to its impact on children and families. Working relationships with services to support the family and other schools are very good. Senior leaders are continually working towards improvement and are currently working with feeder primary schools to make the transition from nursery to primary schools seamless for children. The centre places safeguarding and the protection of children at the heart of its work and is extremely effective in this respect. Equality, diversity and community cohesion are promoted well and staff provide children with excellent role models for tolerance and the consideration of others.

These are the grades for the leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

A very high proportion of parents and carers whose children attended the nursery returned their questionnaires. They were almost unanimous in their praise for the nursery and its staff. Several parents and carers commented on the continuing success of the nursery and the childcare over the years and how their older children remembered their time at Ganney's with great fondness.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ganneys Meadow Early Years Centre, to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	77	23	21	1	1	0	0
The school keeps my child safe	89	83	17	16	1	1	0	0
The school informs me about my child's progress	78	73	27	25	2	2	0	0
My child is making enough progress at this school	77	72	27	25	2	2	0	0
The teaching is good at this school	82	77	23	21	1	1	0	0
The school helps me to support my child's learning	74	69	32	30	0	0	0	0
The school helps my child to have a healthy lifestyle	80	75	26	24	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	70	65	30	28	1	1	0	0
The school meets my child's particular needs	74	69	31	29	1	1	0	0
The school deals effectively with unacceptable behaviour	68	64	36	34	2	2	0	0
The school takes account of my suggestions and concerns	69	64	36	34	1	1	0	0
The school is led and managed effectively	80	75	25	23	1	1	0	0
Overall, I am happy with my child's experience at this school	89	83	16	15	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Children

Inspection of Ganney's Meadow Early Years Centre, Wirral, CH49 8HB

I visited Ganney's recently with other inspectors to look at how well you are getting on and to find out how well you are being looked after by Ganney Bear, Mrs Roberts and all the teachers and helpers.

I'm very pleased to tell you we gave top marks to Ganney's Meadow. Whichever room you were in, whether Daisy, Lavender, Marigold, Rainbow, Sunshine, Starlight Ladybird or Butterfly, you were enjoying learning and cared for to the very highest standards. No wonder you love coming to Ganney's and no wonder your mums, dads and carers are very pleased they chose to bring you here.

Ganney's is an excellent place for your mums, dads, carers and grandparents too. If ever they need help there is always someone in the children's centre to give them the help they need. And you have a library of your very own!

Everyone who teaches you and looks after you deserves our praise. Even so, Mrs Roberts and her team have not finished what they want to do yet and they have ideas to make Ganney's even better. We think they have the right ideas. Whatever they decide, we know they will ask you for your opinion, and that of Ganney Bear.

On behalf of the inspectors, well done and good luck for the future.

Yours sincerely,

Brian Padgett
Her Majesty's Inspector

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