

Bidston & St.James Children's Centre- Miriam Place Nursery

Inspection report for early years provision

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Inspector Barbara Wearing

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Miriam Place Nursery first opened in 2004 and was re-registered in 2007. It is provided by Wirral Children's Services and operates from a designated area within Bidston and St. James Children's Centre in the Birkenhead area of Wirral. The nursery has its own self-contained facilities including a milk kitchen, laundry and staff room. There is a large open playroom that is divided up to create different areas for babies and toddlers/pre-school children. The setting provides a separate playroom that is allocated for the one to two year old children, a sleep room/quiet room and dining room. All children have continuous access to a secure outdoor play area.

The nursery is registered on the Early Years Childcare Register to provide care for a maximum of 35 children aged from birth to five years, at any one time. The nursery is open from 8am until 6pm each weekday, for 49 weeks of the year. There are currently 54 children on roll. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 11 permanent staff employed, these are supported by three long term agency staff. All permanent staff hold appropriate early years qualifications, two of whom, have Early Years Professional Status. The nursery receives support from the children's centre foundation stage consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children have great fun, develop extremely high self-esteem and make excellent progress within the superbly stimulating and welcoming nursery environment. The individual needs, wishes and ideas of children, parents and staff, shape future developments within the nursery. Managers and staff are highly motivated to continually improve their skills and the outcomes for children. They are rightfully proud of the high quality nursery provision that puts children at the centre of all they do.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further enhance children's learning journeys by ensuring that they all clearly show the next skills intended for children's learning

The effectiveness of leadership and management of the early years provision

Robust procedures are in place to ensure that all staff have a thorough knowledge and understanding of their own and their manager's role in safeguarding children.

Regular risk assessments are carried out and records of accidents and incidents are routinely reviewed. These identify hazards and appropriate action is taken to reduce the risk of accidental injury. Rigorous recruitment and vetting procedures are followed to ensure that staff are suitable to be working with children and hold appropriate qualifications. Comprehensive records, policies and procedures are consistently implemented and regularly updated, further promoting children's safety and welfare.

The nursery is lead and managed exceedingly well. An extensive range of systems are in place to reflect on every aspect of the provision. These include views of staff, parents, children and other professionals. Therefore, developments are highly responsive to the needs and interests of the children being cared for and have a positive impact on the excellent outcomes for them. The highly motivated staff team share the managers' strong ambition for their personal development and improvements to the nursery. Staff, parents and children are valued as unique individuals and develop confidence and high self-esteem.

Great care is taken to ensure that the environment is welcoming to all, challenging stereotypes, reflecting languages spoken by families within the nursery and positive images of our diverse society. Children have free access to a fantastic selection of high quality toys and resources, indoors and outdoors, throughout the day. Both these areas provide superb levels of stimulation and promote children's excellent progress in all areas, recognising and valuing that some children prefer to be physically active in their play and learning. Children use facilities at the children's centre, such as, the library and take part in activities, such as, baby bounce and story time.

Excellent partnerships have been established with a range of other professionals. These ensure that children are safeguarded and receive appropriate support to enable them to progress to their full potential from their individual starting points. A variety of ways have been introduced to build links with other early years settings that children attend. Strong links with early years settings that children transfer to, eases their transition to school. The nursery works closely with the college in the children's centre, providing childcare places to allow families to gain access to support, employment and training opportunities. Highly positive relationships with parents ensure that they are fully involved in the provision offered to their children. Parents are encouraged to share what they know about their child, their progress and interests. Information regarding their children and the nursery is shared with parents in various ways. Parents feel welcomed and praise the nursery and staff. They feel that they have supported them and their children well and as a result, their children are making good progress in their development.

The quality and standards of the early years provision and outcomes for children

Systems for observation, assessment and planning are thorough and purposeful. They clearly reflect children's interests and achievements and track their progress towards the early learning goals. Weekly plans show how each child will be

supported and their individual development promoted. These are evaluated and used, together with observations to devise next steps for children to achieve. Learning journeys are completed termly and are shared with parents. They reflect children's skills at a particular point in time and some show aims for children's future skills. Staff know their key children very well and are highly skilled at interacting with them, providing activities and asking questions to challenge and extend their language and learning. Staff have developed their confidence and skills within this area as they have implemented the Every Child a Talker programme.

Babies and children are nurtured by the caring nursery staff. They are relaxed, happy and develop great confidence and an extremely strong sense of belonging within the nursery. Staff have appropriate expectations of children, allowing them freedom to explore, express their preferences and develop skills to keep themselves safe within secure boundaries. Visual prompts and key words in children's home language are used throughout the day to support children's understanding and to ensure that children who speak English as an additional language are fully included. Children quickly become confident communicators and staff work closely with parents to further promote these skills at home. Children eagerly talk to adults and their friends about their play, wishes and needs. They learn the meaning of words through first hand experiences. For example, staff encourage them to play their instruments 'fast' or 'slowly' and show them 'under' and 'over' when they build bridges with large dominoes. Children who are able to recognise colours and recognise their own and others names, enjoy playing hide and seek, searching for cards with children's names or colours.

Many opportunities are taken to develop children's problem solving, reasoning and numeracy skills through planned and spontaneous activities and a wide range of resources. Older children recognise numerals on a number board and look at who has the biggest and smallest hands. An extensive range of natural resources are accessible for children to explore using all their senses indoors and out. They have a planting area and sensory garden and explore leaves, twigs and bugs using magnifying glasses. Staff support children as they discover how to blow bubbles through a tube in the water trough. Children's creativity and imagination is promoted as they have free access to a range of creative art materials, musical instruments and role play resources. Eager children are supported by staff in putting on their favourite compact discs. They dance to the music, using maracas as microphones.

Healthy lifestyles are promoted very well. Children are physically active indoors and out, developing good, large muscle skills and coordination. Babies crawl up their climbing frame and older children run and ride bikes outdoors and throw balls through a hoop. Staff talk to children about changes to their bodies after exercise, feeling how their heart beats faster. Children enjoy healthy, nutritious meals and snacks at sociable mealtimes. They develop independence as they serve themselves their lunch and wash their own hands with the support of staff as and when needed.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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