



Longview School

Inspection report for early years provision

Unique Reference Number	EY335090
Inspection date	02 October 2006
Inspector	Chris Scully
Setting Address	Longview Primary School, Astley Road, LIVERPOOL, L36 8DB
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Registered person	Beechwood Educare Centre
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Beechwood Educare Centre at Longview Primary School registered in 2006, and is run by a management committee. It operates from four rooms within Longview Primary School in Huyton, Knowsley. A maximum of 14 children may attend the full day care provision, and 40 children the out of school provision at any one time. The full day care operates all week during term time from 08.00 till 17.45. The out of school care operates all week during term time from 08.00 till 09.00 and from 15.00 till 17.45 during term time, and from 08.00 till 17.45 during the school holidays. All children share access to an enclosed outdoor play area.

There are currently 67 children aged from three to 11 years on roll. Children attending the provision attend Longview Primary School and two other local primary schools. The provision supports children with learning disabilities and difficulties. The setting is able to provide support for children who speak English as an additional language.

The provision employs eight staff. All staff hold appropriate early years qualifications. The setting receives support from Knowsley Sure start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm clean environment. This is supported by effective cleaning routines and schedules that are in place. Children understand the need for good hygiene practices, such as washing their hands before snack and after going to the toilet. Staff successfully support younger children as they provide gentle reminders about the need to use soap, and drying their hands properly so that they do not become sore. Children are confident to see to their own personal needs as they independently access the toilet areas.

Children have ample opportunities to test and explore their physical skills both indoors and outside. They are confident to use a range of resources indoors, such as construction. They relish the opportunities to play outdoors, for example, one child eagerly informs visitors that they enjoy jumping in and out of the tyres. Children are confident to use a range of small resources, such as tools in dough, scissors and various art materials. Staff are trained in first aid, which means children's accidents or incidents are dealt with appropriately. However, their certificates are not available at the setting. A sick children policy is in place and is effectively implemented by staff who take appropriate action if a child becomes unwell at the setting.

Children enjoy a healthy range of snacks. These include a range of breakfast cereals, fruit, yoghurts and sandwiches. Parents are requested to provide a packed lunch for children attending over the lunch time period. Staff talk to parents about the type of foods to provide and how to ensure these are stored safely. The staff encourage the children to enjoy a healthier lifestyle through planned activities, such as the healthy living week. Here children looked at keeping fit, healthy food options and meditation to help them to relax. This means children are developing an understanding of how to keep themselves fit and healthy. All children have access to fresh drinking water in order to keep themselves refreshed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a well organised environment, which means they are able to play and explore their surroundings in safety and comfort. Rooms are set up into different play areas, which contribute to the children's play, learning and fun. Children are actively engaged in a range of self chosen play experiences. The toys, games and other equipment are of good quality, well maintained, suitable for their purpose and are checked daily so that children are able to play safely.

Most risks have been identified and effectively minimised by the staff. However, the sandpit within the courtyard does not have a protective cover, which means children may be at risk from cross contamination. Appropriate risk assessments are in place for the premises and for when taking children on outings. Effective internal communication systems means staff are

able to contact one another quickly in an emergency. Children learn to keep themselves safe through discussions with the staff. For example, staff provide reminders to the children on how to hold the snooker cue correctly and to use the stairs when accessing the raised stage area in the hall. This means children are able to take responsibility for their safety and to identify the potential consequences of their actions.

Staff have a secure understanding of child protection issues. Effective systems are in place for reporting any concerns to the appropriate agencies. This is supported by the training provided for staff and the use of the booklet 'What To Do If You Are Worried A Child Is Being Abused - Summary' and the flow chart from the Local Safeguarding Children Board. This ensures prompt action is taken in order to protect children from harm.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a wide range of interesting and fun activities, which successfully promote their all round development and enjoyment. Children are happy and settled in the well organised environment and are quickly engaged in their self chosen activities. Children are vocal about their time at the setting and tell visitors how long they have been attending and that 'it's great fun here'. This is effectively supported by the positive relationships staff build with the children, which enables them to feel safe and secure in their environment.

Activities are well planned and encompass a variety of activities, which actively engage the children's interest. For example, children are keen to show visitors the masks they have just completed. They talk knowledgeably about their efforts and describe how they did not go quite to plan. They are enthusiastic about their plans to make gargoyles for Halloween and eagerly present visitors with their chosen designs from the resource books. Staff actively encourage the children to help choose forthcoming activities, which means the children have a strong sense of belonging. Children talk enthusiastically about their weekly baking activities and how they are looking forward to baking chapattis this week as 'they are fun to make and messy'.

Children are confident to initiate their own play and to engage other children in their activities, such as creating an area for their dinosaurs. Children make firm friendships at the setting and call frequently to their friends to take part in activities, such as a game of snooker. Staff spend considerable amounts of time talking and interacting with the children. For example, children are keen to engage the staff in activities, such as making pretend birthday cakes with dough and singing Happy Birthday to one another. This positive interaction enables the children to feel valued and develop a sense of belonging.

Helping children make a positive contribution

The provision is good.

All children are welcomed and have equal access to all of the activities and experiences provided. Staff obtain sufficient information to ensure children's individual needs and circumstances are known and catered for. Children learn about the wider world through planned activities, such as festivals and baking. They have access to some resources depicting diversity, though this is

limited with regards to disability. However, children are developing positive attitudes to others. They learn about their local community as they walk to and from school and by mixing with children from different schools.

Children are well behaved and respond well to the staff's requests. They take turns well with resources, and with the staff's support create rotas for the games consoles. Children are eager to tell visitors about the behaviour chart which they have created. This is used effectively to reinforce good behaviour, for example, staff have commented upon one child's support for a younger child as they help them to write their name. The children are keen to share these comments with their parents. Children are fully involved in the creation of the setting's rules, which actively encourages their sense of ownership and belonging. Staff are positive role models who encourage the children to be polite, use appropriate manners and to show respect for one another.

The staff develop positive relationships with the parents, which enables them to provide good quality care to the children. They use information sourced from the parents effectively to ensure the children's individual needs are met well in practice. All consents are in place, which means children are cared for in line with their parent's wishes. Parents have access to a wide range of well written information about the setting. This means parents are fully informed on what it has to offer in terms of care and activities for the children. Daily verbal exchanges ensure parents are fully informed about their child's time at the setting and the activities they have taken part in. Parents are complimentary about the staff and the setting. Several letters and cards from parents demonstrate their satisfaction of the care their children receive.

Organisation

The organisation is satisfactory.

Children benefit from a well organised environment where they can move freely between the designated rooms and access the different areas. Children are supported well by qualified and experienced staff. Staff have a secure understanding of the roles and responsibilities, which is supported by the appropriate induction systems and regular team meetings. However, staff records are not formalised, which means some certificates are not available, such as first aid. Appropriate key worker systems are being implemented to support the children and their families.

Detailed policies and procedures are in place, although, the lost child policy does not include information on the action to take if a child is lost on the premises. The registers do not effectively track the children's attendance at the various settings as currently all entries are cramped on to one sheet. All legally required documentation, which contributes to the children's health, safety and well-being is in place.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure sandpits are protected from contamination to enable children to use them safely
- revise the organisation of the registers to enable staff to record the actual times of children's attendance, and revise the lost child policy to include information on the procedure to take if a child is lost within the building.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk