

Portico Kindergarten

Inspection report for early years provision

Unique reference number EY361854
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Inspector Tara Street

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Type of setting Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Portico Kindergarten is one of three settings which is operated by a limited company and was registered in 2008. It is based within a self-contained modular unit set within the grounds of Aughton Town Green Primary School, which is situated in the Aughton area of Ormskirk in West Lancashire. The setting also has access to the school's main hall and playground during holiday periods. There are no issues which may hinder access to the premises. A maximum of 40 children aged from birth to five years may attend the setting at any one time. The centre is open five days a week from 08.00 to 18.00, 50 weeks of the year. Children have access to an enclosed, outdoor play area.

There are currently 56 children attending who are within the Early Years Foundation Stage; of these, 13 are in receipt of funding for nursery education. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is registered on the Early Years Register and the compulsory and voluntary parts of Childcare Register.

There are eight members of staff, including the manager. All of the staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The nursery routinely meets the needs of all children through recognising their uniqueness to provide an inclusive, welcoming and caring service. Children make good progress in their learning and development and enjoy their time in the nursery. Those in charge work in close partnership with parents and other professionals to ensure that children's learning and welfare needs are met. The nursery uses self-evaluation and review procedures well to ensure their service is continually improving. Plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further children's use of information and communication technology by ensuring battery operated resources are in good working order
- develop risk assessments to ensure outdoor resources are safe and suitable for their purpose
- promote further partnership with parents by offering support for extending children's learning in the home.

The leadership and management of the early years provision

The manager's regular consideration of the effectiveness of the provision ensures good quality support for individual children. The manager and staff closely evaluate the provision and outcomes for children. A good key person system is in place which supports families. The ongoing monitoring ensures planned activities are focused on responding to children's needs and interests. Clear action plans outline the main areas for improvement. For example, further development of the outside play area and a commitment to ongoing professional development for all staff. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children. For example, the introduction of a children's questionnaire and liaising with the school to access the outdoor classroom, where children enjoy planting and caring for tomatoes. Future plans are well targeted to bring about further improvement to the provision. All records required for safe and efficient management of the provision are well maintained, including thorough procedures for the recruitment and induction of staff. Steps taken to promote children's good health and well-being are generally effective, including those to prevent the spread of infection, and care for ill children. However, some hazards in the outside play area are not identified or made safe during the daily risk assessment checks. Adults work closely in partnership with parents and others to promote children's care and education. Families are provided with good quality information about the nursery. They are kept informed about their children's achievements and progress through a variety of methods. For example, ongoing discussions with staff, daily diaries in the baby room and regular progress reports for older children, which parents are actively encouraged to comment on. However, systems to support parents in extending children's learning at home, in partnership with the nursery, are not yet in place. The manager has liaised closely with the local schools to further develop their working relationship. This ensures continuity for children in the nursery.

The quality and standards of the early years provision

Staff have a very good understanding of child development and how children learn. They clearly understand how activities they plan link to children's progress towards the early learning goals. The successful implementation of the key worker system means that staff know the children well. Planning is based on the individual needs and interests of the children and cover all the areas of learning. For example, while playing outside staff follow children's interest in a muddy puddle by fetching some paper and showing them how they can make foot prints of their shoes. Staff use ongoing observations to assess children's progress with a clear picture of their next stages of development and how this will be achieved. Play spaces are organised effectively with low storage boxes and units. This enables all children to make their own decisions about their play and develops their independence well.

Throughout the setting children are happy and settled. They have formed very good trusting relationships with both staff and peers. Children are keen to participate in activities which are interesting and fun. Older children are beginning

to understand sharing and turn taking, and all children within the nursery are developing independence. Children develop interests in books from an early age. Staff read books to the youngest child and their good story telling skills means that all children become engrossed in story time. Children are confident using number and enjoy using it in everyday activities. For example, they count how many pine cones they can find outside and identify the numbers on license plates. Staff provide regular opportunities for children to calculate and talk about 'more' or 'less' during play-dough and sand play. Children enjoy exploring their creative skills with paints, crayons, paper and a variety of textured materials for collage work. Artwork is attractively displayed and children take pride in showing it to parents. Children experience a good range of regular activities, both inside and outside, which develops their co-ordination and balance skills. They confidently negotiate obstacles and explore large equipment. Children's information and communication technology skills are generally promoted as they experience a suitable range of opportunities to access a digital camera, remote control toys, role play resources and a computer. However, some opportunities for children to explore technology are limited due to battery operated resources not being in good working order. Children's awareness of good health is effectively promoted. For example, children learn to keep themselves safe through discussion with staff and follow good hygiene practices by routinely washing hands before snacks and after using the bathroom. This is actively encouraged and well supervised by staff. Children learn about healthy eating through planned activities. They plant and care for fruits and vegetables and have regular discussions with staff about foods that are good for them.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.