

# Fazakerley Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY356074
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<b>Inspector</b>	Elizabeth Margaret Grocott
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<b>Registered person</b>	Fazakerley Children's Centre
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Crèche

## 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](http://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?

Fazakerley Children's Centre was registered in 2007 and is situated in the grounds of Barlows County Primary School, in Aintree, Liverpool. The nursery operates from four playrooms in a purpose built setting. A maximum of 50 children aged under five years may attend the nursery at any one time, there is also a crèche facility for a maximum of eight children aged under eight years. This is provided for parents who attend other groups within the children's centre. There are currently 78 children on roll in the nursery.

The nursery is open each weekday from 08.00 to 18.00 all year round. All children share access to a secure outdoor play area. The setting supports children with learning difficulties or disabilities and those who speak English as an additional language. Other services within the children's centre are provided by health, family support and Sure Start and include a childminders group, baby massage, healthy eating and cooking and support for children with learning difficulties and disabilities.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy and are protected from infection because staff incorporate clear hygiene procedures within the daily routines of the nursery. Children are encouraged to wash their hands before eating and after using the toilet, promoting their independence. Younger children who are not able to do this for themselves are assisted. Older, more able children are encouraged to wipe their own noses and dispose of tissues in the bin. Appropriate nappy changing facilities are in place to meet children's individual needs. Their privacy is always respected. Most members of staff are trained in paediatric first aid and at least one is on duty at all times. This enables children to be given good care if there is an accident. Some staff have undertaken further training to care for children with specific medical needs. All accidents are recorded correctly and parents are asked to sign the book to acknowledge being informed.

The setting uses an outside caterer to provide the main midday meal and children enjoy a nutritious, balanced diet. They are also provided with healthy snacks during the morning and afternoon, consisting of fruit and raw vegetables as well as crackers and cheese. Children enjoy a vegetable pasta bake with salad and bananas and custard. More able children are encouraged to serve themselves so that they can make choices about portion size and which part of the meal they would like. Staff join them for lunch creating a family atmosphere. This is a social occasion where children are at ease and engage in rich conversation. Babies eating and sleeping patterns are discussed with parents and observed at all times. This contributes to continuity of care. Staff respond well when babies express their needs both verbally and with gesture. For example, holding up their hands when they have finished their dinner. Children help themselves to a drink of water from their named bottles whenever they wish. This encourages them to develop good habits for the future. Staff have the same bottles with their names on too!

Children take part in regular physical activity both indoors and outside, boosting their development well. There are good opportunities to lead a healthy life style because the children go outside to play every day. For example, they love to get dressed up in Wellington boots and waterproofs to splash around in the puddles and mud. Staff are also provided with waterproofs so they can join the children in their play. The outdoor area is well-designed to provide a variety of activities. Children can balance, climb, make tents, crawl through and over apparatus, as well as learning to control wheeled toys as they push, pull and pedal.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in bright, attractive premises. Staff create displays ensuring that these are at child height so that children can develop a sense of pride in their own work and a sense of belonging, as they see the photographs of themselves, their friends and their families. All areas are welcoming with large photographs on display from the open day. Some of these depict children at play in the nursery. The children's centre has lift access to the first-floor as well as accessible facilities on the ground floor, providing an inclusive environment.

In the baby room, two tier cots save space. A small bed at the bottom provides a comfy space for a rest for those who feel tired. On top, younger babies can sleep undisturbed. Room temperatures are monitored regularly but during the inspection on a warm day, the rooms are 24°, some feeling uncomfortably warm. This does not promote children's well-being. A wide

variety of good quality toys and resources are provided for all children including those which positively promote diversity. These conform to the necessary safety standards and are checked regularly by staff to ensure they are safe, clean and suitable for the children to use. Children have access to a sensory room on the first floor of the building where they can relax and enjoy the variety of equipment.

The setting provides a very secure environment which cannot be accessed unless a visitor is buzzed in through the main gates. A further security system at the main door prevents access to the building. At reception visitors are met by the nursery manager who invites them to sign in the visitors book. They are then taken through to the nursery. Safety gates are provided between the rooms so that children can see each other at play but cannot stray out of the sight or supervision of their key worker. Children stay safe because staff are vigilant and are able to assess and minimise risk. All the appropriate safety equipment is in place within the setting, for example, electric socket covers and reigns in high chairs. Risk assessments are comprehensive and regularly updated. These aspects of safety at the provision help to protect children. However, children do not learn to keep themselves safe by practising the fire evacuation procedure regularly. Since the setting opened in June 2007, there has only been one fire evacuation practise, during the month of September. This puts children at risk.

Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff understand the possible signs and symptoms of abuse or neglect. This supports and safeguards children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All families are warmly greeted by staff when they first arrive and children quickly involve themselves in play. Staff ensure they find out about new children before they start and have a good settling in period. The atmosphere is calm, warm and busy throughout. Children's individual needs are met extremely well because staff ensure they talk to parents on a daily basis and spend quality time with the children. Babies and toddlers are happy and settled. They readily approach staff who are affectionate and responsive to their needs. For example, reaching for an adult hand and leading them over to the comfy settee to look at a book.

All children have their own key worker who plans for their individual development. A small group of very young children sit with the adult with paint and paper. The adult asks which colour paint they would like. Children respond, some naming the colours correctly. Each child starts to paint freely. One decides to put paint on her hand and print it on the paper, the member of staff asks if she can join in and gets her own piece of paper putting her name at the top. Children delight at this and watch her intently as she too prints her hand.

In the pre-school room children are encouraged to be more independent. They set up a role-play cafe outside with two children dressed as waiters. They pour drinks and bring sandwiches and ice creams to the waiting customers, much to their delight! Other children look on, waiting for their turn in the cafe. Children enjoy planting and playing with torches outside in the winter weather. They explore with shaving foam and play with dried pasta. They have opportunities to use programmable toys and older, more able children competently use the computer.

The environment throughout the nursery is for continuous provision both indoors and out, which supports children's learning well. Staff have developed good systems to monitor and assess children's progress and to plan activities to help them take the next steps in their learning.

This work is seen as important and staff are given time within the setting, to enable them to do this. Staff have a good knowledge of the 'Birth to three matters' framework and the Foundation Stage curriculum and interact well with children during activities, to support their development.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are happy and settled at the nursery. They have their individual needs very well met because staff are extremely committed to working closely with parents and talk to them, putting them at their ease before care begins. A wealth of comprehensive information is provided for parents by way of a pack. This includes samples of the main policies that underpin the setting. They receive regular newsletters, and daily diary sheets for children under three, inform them of their child's day. Parents fill out questionnaires provided by the nursery, to ensure staff are meeting their requirements. These demonstrate parents enthusiasm for the setting and its staff. A pilot of a 'bring your dad to nursery day' was so successful, that it has become a regular feature. Each Saturday dad's are welcome to attend 'dad zone'. This is very popular and well attended.

There are excellent systems in place to support children with learning difficulties or disabilities. Staff undertake extra training in order to fully support the children and their families. For example, learning how to feed through a tube, Makaton and changing a tracheotomy tube. The nursery work closely with other agencies to ensure children receive excellent support and gain the most from their learning. The children have opportunities to learn about themselves, each other, the local community and the wider world through planned activities, celebrating different festivals and outings locally. They are fascinated by the music of a group of new-age travellers, who visit the nursery, play with toys depicting cultural diversity and disability and celebrating different festivals with craft and stories.

Children's behaviour is exemplary. They learn important social skills, such as sharing, turn taking, listening to others and respecting their views. They generally enjoy each other's company and treat each other kindly. Children are learning the difference between right and wrong from the excellent role models provided by the staff, who are calm, kind and polite. Children are praised for being kind and sharing and are beginning to show concern for one another. They make good relationships with staff and with other children in the group.

### **Organisation**

The organisation is good.

Children are happy, settled, secure and enjoy their time in the setting because staff offer good care and attention to their needs. Adult to child ratios are maintained at all times, for younger children these are more than the minimum requirements. This means children receive good levels of adult support. There are effective recruitment procedures in place which ensure staff are appropriately vetted and suitable for their role. Staff work effectively as a team and clear communication and guidance, allows them to provide a stimulating, well-balanced and smooth flowing programme throughout the day. The staff are a dedicated, experienced and committed team who are deployed well. Staffing work patterns are arranged to ensure that if the child's key worker is not available to talk to parents at the beginning or the end of the day, the backup key worker will do this.

Regular team meetings combined with supervision and appraisal meetings ensure that staff are fully informed of current childcare practice and have opportunities to discuss their own development. A comprehensive range of policies and procedures effectively guide staff in their day-to-day work with children. Most of the required documentation is in place and maintained accurately, this contributes to children's health, safety and well-being. However, some staff take planning and assessment sheets home and these are not available for inspection. All staff are either qualified or training towards a relevant qualification and have a good understanding of child development. The setting gives priority to ongoing staff development and training and many staff have attended a good variety of short courses.

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 comfortable temperatures are maintained in the group rooms particularly during warm weather
- practise fire evacuation procedures regularly and in line with the fire safety officer's recommendations
- ensure all relevant documentation is available for inspection.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)