

Anfield Children's Centre

Inspection report for early years provision

Unique reference number	EY371856
Inspection date	24/10/2008
Inspector	Elizabeth Margaret Grocott
Setting address	Oakfield, Anfield, Liverpool, L4 2QG
Telephone number	0151 2336999
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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).

Description of the setting

Anfield Children's Centre was registered in 2008 and is managed by a board. It is registered on the Early Years Register and operates from a purpose built children's centre in the Anfield area of Liverpool. Children are cared for on one level. A maximum of 60 children may attend the setting at any one time and there are currently 47 children on roll. Children attend the main school, which is attached to the children's centre, for their funded nursery education.

The centre is open each weekday from 08.00 until 18.00 for 50 weeks of the year. The setting supports children with learning difficulties and disabilities and children who have English as an additional language. The setting employs nine nursery staff and a manager, all of whom have an appropriate qualification or are working towards one. Other services within the children's centre are provided by health, family support and Sure Start. They include; training courses for parents, a sensory room, health visitor and midwife support, baby massage sessions and childminding groups.

Overall effectiveness of the early years provision

Staff promote children's care and learning satisfactorily because they have a sound knowledge of their individual needs and interests. Some weakness in observation and planning mean children's learning may not be maximised. Children enjoy learning through their play and develop warm relationships with their adult carers. Good partnerships with parents and others, enables staff to establish secure links and develop an awareness of each child's background and needs. Positive attitudes from staff generally promote an inclusive setting, however some weaknesses lead to some children's needs not being effectively supported. This is a new provision and the manager continues to develop procedures and practices to ensure the quality of care provided. However, as yet not all systems in place are fully effective.

What steps need to be taken to improve provision further?

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

- ensure that the instructions for evacuation at fire exits are clear and that staff understand the evacuation procedure
- value linguistic diversity by providing resources and play opportunities to reflect children's cultural backgrounds
- develop observation and assessment to ensure children's learning and development is effectively promoted across all six areas of learning
- ensure that the main meal provided is healthy, nutritious and balanced
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development to improve the quality of provision for all children.

The leadership and management of the early years provision

The staff have developed good partnerships with parents, carers and others who deliver parts of the Early Years Foundation Stage to children in their care. They provide regular updates on children's progress through daily diaries, verbal communication and newsletters. The policies and other items which are useful for parents and carers are displayed in the corridor and are easily accessible. Parent's thoughts and feelings are valued as they are encouraged to offer suggestions. A strong partnership with the school nursery has been built, and sharing of information developed effectively. Staff note down what children have engaged in and what they have enjoyed during their session. This information is passed to the nursery teacher. This is reciprocated and means all adults are aware how children have spent their time and forms a basis on which to build.

As yet the centre are not using formal self evaluation, but are working to an action plan to form underpinning strategies to develop the nursery as a whole. This means they do not always identify their key strengths and weaknesses. The recruitment and vetting procedures to ensure that all staff and students are suitable to care for children are robust. The induction procedure has some weaknesses, meaning that not all staff are aware of the correct evacuation procedure. Staff development needs are identified through bi-annual appraisal and monthly supervision. Practitioners are eager to access training opportunities. The majority of staff hold recognised qualifications, which helps to underpin their understanding of good childcare practice. They are well deployed and ratios are high, meaning children receive good support and attention.

Children are well safeguarded. Staff are able to protect children from harm or neglect as they have a good understanding of the Local Safeguarding Children Board procedures and the signs and symptoms of child abuse or neglect. Visitors to the setting are vetted and children are not left alone. Staff and children practise emergency evacuation procedures promoting and safeguarding children's welfare, although not all evacuation routes have clear instructions. Well documented risk assessments ensure the premises are safe and suitable for use and daily room checks continue this good practice.

The quality and standards of the early years provision

Children make progress given their age, ability and starting points, although it is unclear how much progress has been made as the evidence to support this is weak. Observation and planning is currently being developed to promote the learning outcomes for children. Staff know the children really well and what interests them. Continuous provision enables all children to have equal choices and make decisions about how they like to spend their time. Photographs are taken to illustrate to parents how the children learn and these are displayed around the nursery. However, some children who have English as an additional language are not fully encouraged to build on their culture and language. There are some weaknesses in structures and as yet, staff do not have an effective system to support children's cultures and beliefs in the play environment. For example, text in their home

language.

Children can choose from a wealth of good quality resources and equipment both indoors and out. Older children enjoy playing with flour, foam and water. They enjoy going on a 'bear hunt' in the outdoor play area. They roll hoops, rush around on wheeled toys and play with the large abacus. They successfully plant and nurture outdoor plants, which they are able to watch grow. They explore large inflatable insects and learn how they move and what noises they make. Younger children cuddle up for stories and decide when they want to take a nap by crawling into the low bunk beds and snuggling down. They enjoy splashing about in the water tray and watch with intrigue as water is poured from one receptacle to another. Babies develop their physical skills well. Plenty of floor space is available for them to practice their walking and climbing skills. They are helped by members of staff holding their hands and speaking words of encouragement. Staff pay attention to the children's interests during self-initiated play and use questions effectively to encourage children's thinking, processing and language skills. For example, what flavour the purple jam is that they spread on their toast.

Children are generally well behaved, display good manners and they are happy and confident. Occasionally, when unwanted behaviour is displayed, staff are successfully able to challenge and redirect play in a positive manner. Children learn the importance of keeping themselves healthy and become independent in attending to their personal care needs; developing good hygiene routines. Children enjoy snack times, with plentiful supplies of fruit, pitta bread, cheese and ham. The main lunchtime meal is provided by the school, but too much of this food is processed for example, pizza, sausage, fish fingers, hash browns and chips. This does not encourage children to learn about healthy eating, nor does it supply them with a nutritious diet. Children have free access to drinking water at all times, encouraging them to keep themselves well hydrated. Effective health and hygiene policies and procedures are routinely followed by staff, to protect children from any cross infections and to promote their well-being.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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 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.