

# Life Bank Nursery at Kensington Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY376559
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Elizabeth Margaret Grocott
<b>Setting address</b>	23 Quorn Street, Liverpool, L7 2QR
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<b>Email</b>	
<b>Type of setting</b>	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**

Life Bank Nursery at Kensington Children's Centre was registered in 2008. It operates from several rooms within a Children's Centre in the Kensington area of Liverpool. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 84 children, in the Early Years Foundation Stage (EYFS) age range, may attend the nursery and crèche and 24 children may attend the out of school club at any one time. There are currently 79 on roll in the early years age range, of whom 15 are funded for nursery education and 15 on roll in the out of school club. The nursery are currently part of the pilot for two-year-old funding. All children share access to a secure enclosed outdoor play area. The setting is fully accessible and has a lift to the first floor.

The nursery is open each weekday from 08.00 to 17.45 for 50 weeks of the year. The crèche is open from 09.00 to 12.00 and 13.00 to 15.00 during school term-time. It sometimes operates in the school holidays. The out of school club is open each weekday from 15.00 to 17.45 in school term-time, and from 08.00 to 17.45 in school holidays. The setting supports children with learning difficulties and disabilities and children who speak English as an additional language. The setting employs 16 members of child care staff including the manager, of these all hold appropriate early years qualifications. The nursery receives support from an early years advisory teacher.

Opportunities provided at the Children's Centre include a Dad's group for dad's and their children, English classes for parents who have English as an additional language, support for parents who have children with learning difficulties or disabilities, healthy cooking, a variety of courses for parents to support their children on a range of topics, computer courses and support in smoking cessation. Family support, Health services and outreach work are also offered.

## **Overall effectiveness of the early years provision**

Children are happy in the friendly environment and enjoy a wide range of interesting activities to promote their learning and development. Children are supported by a well qualified team who demonstrate enjoyment of their time spent with children. Individual children's needs are met well. The nursery's practice is fully inclusive and staff work closely in partnership with parents - these are the nursery's strongest areas of their practice. Areas of weakness include notifying Ofsted of significant changes and lunchtime routines. The setting has a good capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- consider reorganising mealtimes so that children can become more independent, make choices and receive support when necessary.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure Ofsted is notified of significant changes  
(Suitable premises, environment & equipment).

13/01/2009

## **The leadership and management of the early years provision**

The manager ensures staff are equipped to carry out their roles effectively. She has a clear vision for the future of the setting, supported by plans for its development. Staff have numerous in-house training sessions including sudden infant death syndrome, food hygiene and sign language. Several staff are furthering their professional development with a variety of professional courses including a foundation degree. They have excellent relationships with parents and carers and have a good knowledge of the children and their families. Management communicate relevant messages to parents about the EYFS during day time meetings. An interpreter is available on site to ensure that all parents receive the same messages and to ease the transition from home life into nursery. Most parents feel valued and welcomed and are consulted on their views. Providers work actively to include parents and to encourage them to contribute to their children's learning at the setting.

The nursery has made progress in promoting inclusion within the setting. They have nine different languages spoken throughout the week, and demonstrate an excellent understanding of how important it is for families to feel special and welcomed. They have many resources reflecting the multicultural community in which the families live. Staff members write key words and labels in the child's first language and display these around the setting. They also display positive images of people from different backgrounds to support children's awareness and respect of differences.

There are effective safeguarding policies and procedures in place. Staff have attended training and are aware of the signs and symptoms of abuse. All required written consents are obtained from parents and adults working with children are suitably vetted. Risk assessments are carried out on the premises to minimise hazards to children. However, the manager has not kept Ofsted informed of significant changes to the premises. This is a breach of the EYFS Requirements.

Children's health is well promoted as they have access to drinking water all day and are provided with many healthy meals. For example, they eagerly tuck into sweet and sour chicken with rice and home-made fruitcake with custard. However, the lunchtime period is not well organised. Many children are left without adult support. The food is served onto plates and then given to the children by staff. As there are 39 children this process takes some time. The children are provided with forks which makes eating a difficult task without using their fingers. The children cannot make choices or become independent in serving themselves. Although this

weakness has been identified in the setting's self evaluation, it has not yet been addressed.

## **The quality and standards of the early years provision**

The day is organised to focus on the needs of each child, who has a key person who knows them well. The key person also leads the planning and assessment in close liaison with parents to ensure the child's welfare, learning and development needs are met effectively. Each time there is an outing or a specific activity at the nursery, staff produce a small newsletter with photographs illustrating what the children have done. They also attach information pointing out the areas of learning that the activity or outing has links to. This helps parents to understand how their children learn.

Ongoing observation and assessment identifies what children can do and what they need to do to progress. Staff ask parents for updates on their children's interests, so that they can provide appropriate resources. Observations are used to plan for the following week. Babies develop a strong sense of security through close and caring contact with their key person. Transition across the age groups is well supported by visits to other rooms as a taste of things to come. They enjoy messy play, looking at books, play outdoors and role-play.

All children are praised by staff for their efforts which develops their confidence. Older children work collaboratively in den making. They learn about road safety and make patterns with beads and in the sand trays with rakes. Staff use good questioning skills, asking children how many wheels are on the bike and how many chairs are needed at the table. Children enjoy planting in the garden and grow potatoes, beans and strawberries. They watch butterflies hatch from caterpillars and release them into the nursery garden. They also watch frogspawn slowly change into frogs. They use the IT equipment with confidence and play games to enhance their number and language skills.

Children love the outdoors and enjoy scooting and peddling vehicles. They freely create using the craft area. This is supplied with a variety of craft materials. Older children develop their role-play in small groups, becoming totally engrossed in their characters. There are lots of opportunities for mark making and many children are becoming confident in recognizing letters from their own names. The children have access to a wide variety of fiction and non fiction. These are presented in different languages to help promote the inclusive environment.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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

## **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.