

L.C.C. Bankfield Centre

Inspection report for early years provision

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Inspector Linda McLarty

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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 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

LCC Bankfield Nursery opened in 1994. It operates from the Bankfield site of Liverpool Community College in the Tuebrook district of Liverpool, using two play rooms on the ground floor. Children have access to an enclosed outdoor play area. The nursery is open Monday to Thursday from 08.30 to 17.00 and from 08.30 to 15.00 most Fridays during term time only. The staff meet on Friday afternoons once each half term for review meetings and on these Fridays the nursery closes at 12.30.

The nursery is registered on the Early Years Register. A maximum of 39 children may attend the nursery at any one time. There are currently 46 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and /or disabilities and supports some children who have English as an additional language.

There are nine members of staff, seven of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff is working towards achieving Early Years Professional Status. The setting provides funded early years education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The key worker system is used very well to ensure that the needs of individual children are met and children's preferences are taken into account when the key worker is selected. Individual needs, as identified by parents and staff assessment, are carefully considered when planning activities and the environment to ensure that the welfare and educational needs of all children are met. Children are making good progress towards the early learning goals throughout the age ranges. Activities are adapted to encourage children with English as an additional language or additional needs to fully participate. Self-evaluation, information from the many training courses staff attend and recommendations from parents, advisors and inspectors is used to continually improve the provision.

What steps need to be taken to improve provision further?

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

- ensure that climbing and outdoor equipment is appropriate to the size and weight of the children in the group and offers challenges to children at different levels of development, especially for older children
- extend the younger children's use of language by encouraging them to distinguish one sound from another and when questioning older children, allow them sufficient time to talk activities through, connect ideas, explain what is happening and clarify their thinking, feeling, ideas and events.

The leadership and management of the early years provision

The management and staff use self-evaluation effectively to identify the strengths and weaknesses of the provision and have set targets which will bring about the most improvement. For example, staff working with younger children know they need to provide more opportunities for children to distinguish sounds, in order to build on their emerging language skills, especially as so many children have English as an additional language. Staff seek, value and act on the views of parents and external professionals and have fully addressed the recommendations from the previous inspection, with beneficial improvement to the welfare, learning and development of children. The manager regularly monitors the quality of provision informally and also uses formal performance monitoring of staff. Team meetings are used to develop a shared idea of good quality practice and how to promote it consistently with the result that all staff are aspirational for the children they care for. Staff regularly access additional training for example, to support the role of the Special Educational Needs Coordinator.

The partnership with parents is outstanding. Parents receive good verbal and written information about how the setting promotes the children's welfare, learning and development before their children enrol. Staff use daily diaries about the care of younger children and discussions about children's progress and achievements to keep parents well informed. Parents also receive annual assessments of children's progress and achievements. These are referenced to the expectations of the Early Years Foundation Stage (EYFS) for all age groups. The parents of younger children also receive detailed 'learning stories' about children's experiences during specific activities, illustrated effectively by photographs showing what children have learnt, their attitudes and interests. These records are much appreciated by parents who also express gratitude for the kindness and support of staff.

Children are safeguarded well by being cared for in a safe and secure environment by staff who are well aware of their responsibilities with regard to child protection. Staff are fully checked and deployed effectively so that they can offer individual children good levels of support. All required documentation is in place to support the practice and robust vetting systems ensure the suitability of all adults with unsupervised access to children. The rooms and resources are well organised to offer a stimulating environment. The manager and staff are consistently calm, kind and courteous to children. Children copy the staff's own enthusiasm for learning, their good manners and consideration for the needs of others, for example when raising money for charity.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals because staff know the expectations of the EYFS for all age ranges. They use observations to inform their assessment of individual children's progress in their learning and development and ensure that they address any gaps when planning the next steps. Children excitedly care for living creatures such as tadpoles and can describe how they grow into frogs. They watch caterpillars turn into butterflies in

an indoor 'butterfly pavilion'. Staff extend their learning and interests well by encouraging children to use iridescent paint on folded paper to make butterfly shapes. Staff use puppets to engage children in stories of 'The very hungry caterpillar' which children eagerly re-tell to one another, turning the pages well and copying the exciting way the staff tell the tale. Children have marked eggs which they observe turning in the heat of an incubator as they eagerly await the hatched chicks. Children have many opportunities to read their names and practice 'writing' simple words as they self-register and select their name cards for snack and lunch time. They practice mark-making using shaving foam, when finger painting and when 'writing' their names on their paintings. They count how many children are present, make patterns and learn about healthy eating whilst making fruit kebabs. Older children enjoy using real tools to hammer nails into wood and use computer programmes to help them learn the sounds and names of letters. Young babies experiment with high quality light and sound equipment, exploring fibre optic lights and tactile illuminated balls which change colour. They explore well-equipped treasure baskets of natural materials. Everyday objects such as long metal chains, large baskets of shredded paper, saucepans and spoons complement the good quality equipment in the baby room and foster children's curiosity. Babies turn wheels, move levers and press buttons using high quality wooden equipment. Children with English as an additional language are well-supported and make good progress given their starting points and abilities. However, some staff do not leave sufficient time for older children to think through their answers to questions. Children behave well and are developing the positive attitudes, knowledge and skills which form a secure foundation for their future success.

Children's health is protected very well. All staff carry antiseptic hand lotion which they use frequently to minimise the spread of germs. Children enjoy a wide selection of fruit and vegetables, and have planted beans, cabbage, potatoes and tomatoes which they will later harvest and eat. They have regular physical exercise indoors and outside, although the outdoor mobile and climbing equipment lacks challenge for older and more able children. Staff working with babies implement the recommended procedures to protect children against Sudden Infant Death Syndrome (SIDS) and the baby room is fitted with a special SIDS alarm, with all staff trained to respond to this. Children are learning to keep themselves safe, for example from tripping hazards when they tidy up throughout the day.

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?	1
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

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