

West Derby Children's Centre at Blackmoor Park Infant School

Inspection report for early years provision

Unique reference number	EY391320
Inspection date	11/11/2009
Inspector	Margaret Patricia Mellor
Setting address	Blackmoor Park Infant School, Leyfield Road, LIVERPOOL, L12 9EY
Telephone number	0151 228 8576
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Type of setting	Childcare on non-domestic premises

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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).

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.

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Description of the setting

West Derby Children's Centre at Blackmoor Park Infant School was registered in 2009. It is run by the Governing Body of Blackmoor Park Infant School, and is based in the school grounds. Children use two nursery rooms for their care, learning and development. All children share access to the crèche and sensory rooms. There are two secure, fully enclosed areas for children's outdoor play. There is full disabled access and facilities. It is situated in the West Derby area of Liverpool and primarily serves families living in and around the local community.

The provision is registered to provide care for 24 children on the Early Years Register, and 12 children on the compulsory part of the Childcare Register at any one time. It is open Monday to Friday from 8am to 6pm and provides an all year round service with the exception of two weeks at Christmas and bank holidays. There are 58 children on roll in the early years age group. They support children with special educational needs.

The provision employs nine staff to work with the children. Of these, one has an early years teaching certificate and eight staff have a relevant childcare qualification to level 2 or 3. Additional staff are employed for cooking, cleaning, administration and caretaking. Staff receive support from Sure Start Services of Liverpool Children's Services, and the quality improvement partner.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a vibrant and nurturing environment, where they are very happy and settled, and make good progress in their learning and development. They greatly benefit from a highly motivated staff team, and a well developed knowledge of each child's individual needs helps staff to promote their welfare and plan enjoyable and challenging activities for them. Excellent emphasis is given to safeguarding children and keeping them safe and secure at all times. Partnerships with parents and others is very good and significantly contributes to creating an inclusive environment that welcomes children's individuality. The management demonstrate a genuine commitment to continuous quality improvement, and recognise that the procedures to drive ambition forward and enhance outcomes for children are in the early stages.

What steps need to be taken to improve provision further?

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

- continue to develop the system for self-evaluation that forms a basis of ongoing review and assessment, which drives continuous quality improvement and enhances outcomes for the children.

The effectiveness of leadership and management of the early years provision

The children's centre is managed well and exceptional attention is given to ensuring that children's welfare is promoted and safeguarded. For instance, all staff have accessed in-house safeguarding training and as a result, have an excellent understanding of procedures and their responsibilities in the area of child protection. Risk assessments of the premises, toys and outings, and procedures for checking the ongoing suitability of adults who work with the children are robust. Very good health and hygiene practices consistently followed by staff helps to minimise the risk of cross-infection. Children enjoy well balanced and nutritious meals freshly prepared by the cook, and effective communication ensures any religious or other dietary requirements are catered for and respected. Good emphasis is given to fostering children's awareness of a healthy lifestyle through their daily routine, activities and regular fresh air. All the regulatory documentation is organised very well and further contributes to the safe management of the provision and children's welfare.

High regard is given to meeting the needs of individual children and providing an inclusive environment, where children learn respect for others. Well written policies are shared with parents in a welcome pack, and every child has a key person who works closely with parents to complete 'All about me' booklets. This helps staff to become familiar with each child's unique qualities, and what they already know and can do. As a result, children are very happy and content. They make good progress in their learning and development in relation to their age, ability and starting points. Successful partnerships with parents and others ensures that the needs of individual children are met very well. For example, implementing individual play plans in cooperation with a speech therapist encourages children to join in discussions at circle time. The management and staff show good respect for the limitations of the planet's resources. Toys are sustainable, and they teach the children about using recyclable resources for model making.

Good attention is given to ensuring that the environment is welcoming and the toys are organised with children in mind, enabling them to choose for themselves and initiate their own play and learning. The management demonstrate a strong commitment to promoting better outcomes for children. For instance, since registration they have built cohesion amongst the staff through group induction and regular in-house training and team meetings. Key areas for improvement include an allotment in the children's outdoor provision. They are considering the views and thoughts of parents, staff and the quality improvement partner, and recognise that self-evaluation is not yet being used as a working document for ongoing review and assessment. Parents comment in questionnaires that they are very happy with the quality of care, play and learning offered. Ongoing sharing of information is very good and includes newsletters, home link day diaries, and parental involvement in children's learning with song books to take home.

The quality and standards of the early years provision and outcomes for children

Children eagerly engage in their play in a very warm, well maintained and nurturing environment, which provides plenty of stimulation and interest. They are very settled and content. Bringing special comforters from home and displaying their colourful paintings boosts self-esteem and fosters their strong sense of belonging. Children grow in confidence as they form close relationships with staff, who are very attentive and have a lovely rapport with them. Babies relish adults' reassuring cuddles as they show signs of tiredness, and kind words of praise and encouragement help older children to learn what they have done well and achieved. Staff are highly motivated and have a good understanding of how children learn through play, skilfully judging when to become involved and when to allow them to independently explore. As a result, children become confident and active learners, initiating their own play and learning. For example, children choose toys for themselves and show plenty of curiosity when exploring different textures using their senses, such as silky fabrics, play-dough, wood, sand and paint.

Children's interest in the outdoor provision is very much encouraged, and wet weather clothing enables them to play out in all weathers. Running in the fresh air, climbing, digging with simple tools and pedalling wheeled toys promotes children's physical skills and development. Indoors, babies have plenty of space to crawl around, and eating with age appropriate cutlery helps toddlers develop their hand-eye coordination. During play, staff foster children's mathematical development. For instance, children learn about shape, colour and pattern through creative activities and a visual timetable helps them to develop a sense of order. Children make good progress in their early literacy skills and show obvious enjoyment when mark-making and listening to stories. Babies communicate with smiles and chuckles, and children's photographs displayed with their name helps them learn that print carries meaning. Toddlers begin to make connections, responding gleefully as they press buttons and Jack pops up in the box. Number rhymes and free access to a programmable shopping trolley, music station and camera also enhances children's skills for the future.

Very good attention is given to checking all aspects of the provision before children arrive, and throughout the day staff vigilantly monitor access to the premises. Therefore, risks are minimised and children move freely and with confidence in their care and play environment. Children become aware of keeping themselves safe, for instance, through road safety activities. Meal times are a very social occasion where polite interactions are encouraged, such as 'please' and 'thank you'. Children learn to listen to their bodies as they help themselves to water when thirsty. Going to the shop to buy fresh fruit to make smoothies extends their understanding of a healthy lifestyle. Toddlers develop their awareness of personal hygiene through their daily routine, and older children excitedly tell adults about the stamp they get for brushing their teeth. Outdoors, children learn about the changing seasons as they collect leaves, and explore nature as they examine mini beasts with magnifying glasses. They begin to learn respect for others as they play with different ethnic dolls, small world dolls in wheelchairs, look at books and celebrate others cultures. Contributing to the 'Golden Rules' also helps children to

show consideration for others as they learn to take turns.

Children are cared for in a very positive environment, and staff are very good at making sure they are all included. For example, chunky brushes enable toddlers to join in painting activities with older children. Staff have welcomed training and input from the early years teacher to develop the planning and assessment arrangements for their key group children, and every child has a learning journal where information is recorded. As a result, the key person is successfully using starting points, observations linked to the area in which the skill relates, discussion with parents and the Early Years Foundation Stage profile to identify and plan for each child's next steps in learning and achieving. Planning includes topics and a good balance of child-initiated and adult-led activities with a focus on engaging the children's interests. For example, children happily choose whether to do puzzles or play in the sand, and daily plans show opportunities to join in creative play. Consequently, children thoroughly enjoy their play and make good progress towards the early learning goals.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met