



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 322365

DfES Number: 533954

### INSPECTION DETAILS

Inspection Date	21/10/2004
Inspector Name	Linda McLarty

### SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	SCOPE - Liverpool Early Years Centre
Setting Address	99 Cavendish Drive Walton Liverpool Merseyside L9 1NB

### REGISTERED PROVIDER DETAILS

Name	Scope 208231
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### ORGANISATION DETAILS

Name	Scope
Address	6 Market Road London N7 9PW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

SCOPE, Liverpool Early Years Centre opened in 1995. It operates from four rooms in a purpose built centre in North Liverpool. Children and their families have access to specialist help such as physiotherapy, speech therapy, occupational therapy, medical and educational assessments. The centre is part of the SCOPE organisation; the families also have access to the specialist Scope social work team and family link services. The centre also serves the local area. The setting is registered for 40 children.

There are currently 41 children from birth to five years on roll. This includes ten funded three year olds and two funded four year olds. Children attend for a variety of sessions. Twenty-two children have special needs and of the 12 funded children, ten have special needs. The setting can support children who speak English as an additional language, although none attend at present.

The group opens five days a week all year round. Sessions are from 8.00 a.m. until 18.00 p.m.

Four part time and nine full time staff work with the children. Twelve have early years qualifications. There are no staff are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare partnership (EYDCP).

### How good is the Day Care?

Scope - Liverpool Early Years Centre provides good quality day care in an emotionally supportive, stimulating and attractive environment. The setting is well organised with most necessary policies and procedures in place, although they are still working towards securing parental signatures to acknowledge the records of medication administered.

In general, most health and safety policies are implemented well, although there are some hygiene weaknesses in the way food is stored in the baby room, and in the

way some staff serve food to older children.

The care offered is of very high quality. Staff show their enjoyment of children and this is fostering the children's self-esteem and confidence well. Excellent staff ratios and a high percentage of qualified staff means that one-to-one support is available to meet the needs of individual children. Staff plan exciting play activities which help children learn in relevant and practical ways. Staff liaise effectively with external professionals to offer additional support to the many children who attend with special needs, and have created an inclusive environment in which individual children are supported very well. The children's overall development is fostered well, and they benefit from the many different facilities available, such as the soft play room, and the multi-sensory "stimulation" room. The support for children with special needs is outstanding, and all children benefit from the setting's commitment to inclusive practice. The children use many high quality resources which support their overall development, and the daily routine includes a balance of quiet and more active periods.

The partnership with parents and carers is a strength of the setting. Staff use observations and written assessments well to direct their informal but effective daily conversations. Staff value parental contributions and use the shared information to help them meet children's individual care, learning and needs.

#### **What has improved since the last inspection?**

The setting has made good progress in addressing most of the actions in the previous transitional inspection, which required them to record the arrival and departure times of children in the daily register, and devise a policy for outings, and a system of recording significant incidences of behaviour which was to be signed by parents and carers. They were also required to include Ofsted's contact address and telephone number in the complaints' procedure, and make this available to parents and carers.

All of the above actions have been addressed, except the requirement to record the children's hours of attendance by recording arrival and departure times, which is not being addressed as an action or recommendation in this inspection because the setting rectified this during the inspection. In addressing these actions the management have improved the quality of service for children and parents.

#### **What is being done well?**

- Support for children with special needs is particularly impressive, and the setting is justifiably proud of its achievements in this area of work, for which they are recognised as a model of good practice. Staff liaise effectively with parents and other professionals to ensure that children's achievements are carefully assessed, and the information is used well to help staff plan for children to make progress in all areas of development.
- High ratios of qualified staff enable informed and specific individual support to be offered to all children, and effective use is made of the good quality

resources to promote the children's overall development and learning in relevant play experiences.

- The variety of facilities in the setting enable children to benefit from using rooms with specific functions such as a soft play area with a ball pool, which helps children to experience boisterous indoor play, and the multi-sensory "light" room which enables children to enjoy various light effects, textures and sounds in a relaxing and peaceful environment.
- The management encourage all staff to access training to develop their skills and knowledge in early years, special needs and health and safety issues, and the staff are keen to improve their own professional practice, which means that the quality of service being provided for children is continually improving.
- Detailed risk assessments are used well to ensure a safe environment for all children.
- The equal opportunities policy is implemented consistently across the setting, and all children are encouraged to access all activities on offer, and staff are skilled at adapting the environment and resources to ensure that full participation takes place.

#### **An aspect of outstanding practice:**

The way the setting promotes inclusion of all children irrespective of ability levels, and facilitates this with high ratios of qualified staff who liaise effectively with parents and other professionals to meet the individual needs of children using individual care and learning plans, high quality equipment and facilities, and adapting both the environment and activities to ensure full participation.

#### **What needs to be improved?**

- the written policy for collection of children so that it describes procedures to be followed in the event of a child not being collected.
- the arrangements to ensure that a written record signed by parents is kept of all medicines given to children
- the arrangements to ensure that staff working with babies are kept informed of good hygiene practice regarding the storage of baby food and buggies, and the understanding of some staff regarding good hygiene practices in respect of the serving of food, such as use of food tongs and sterilising of tables.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Include in the policy for collection of children procedures to be followed in the event of a child not being collected.
7	Keep a written record, signed by parents, of medicines given to children.
7	Ensure that all childcare staff are kept informed of good hygiene practices regarding the storage and serving of food, and ensure that the use of outdoor buggies in the baby room does not compromise the hygiene of the play area.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Scope - Liverpool Early Years Centre offers good quality nursery education where children are making generally good progress towards the early learning goals in all areas of learning except personal, social and emotional development, in which their progress is very good. Children behave well in response to the staff's clear guidance. Children are also learning important independence skills.

The quality of teaching is generally good. Committed and caring staff make good use of the attractive range of high quality resources and equipment to promote the children's learning through play, using all of their senses. Effective praise fosters self-confidence and this forms a secure basis for children's future learning. There are some gaps in the some staff knowledge of the Curriculum Guidance for the Foundation Stage, which affects how some activities are organised, and the amount of time given to some individual and group activities. Inclusion and support for children with special needs is outstanding.

The partnership with parents and carers is very good, and contributes positively to the children's progress. Parents receive good quality written and verbal information about their children's achievements and progress, and information is exchanged effectively between parents and staff, and is used well to help staff plan the children's next steps.

The leadership and management of the setting are generally good and contribute well to the ongoing improvement. The management is committed to encouraging staff to improve practice by accessing ongoing training, and welcomes input from the EYDCP teacher support service and other professionals. Management is still working towards systematically monitoring staff practice, and this means that some weaknesses have not yet been identified or addressed. Clearly understood roles and extensive documentation are helping build a strong staff team with a shared understanding of good practice.

### What is being done well?

- Support for children with special needs is successfully focussed upon the revised Code of Practice, and all children have full access to all activities provide. Staff imaginatively adapt activities and resources, and work effectively with health and education professionals to plan to meet each child's needs.
- Children have high levels of independence because staff give frequent opportunities to learn and practice skills such as hand washing, putting on aprons, tidying up and pouring drinks.
- Children behave well because staff have realistic expectations and give clear guidance with patiently explained reasons and consequences, and high staff

to child ratios enable the key worker system to work well in supporting individual children to make progress towards the goals in all areas of learning.

- Children's learning across all areas benefits from access to a wide range of high quality toys, equipment and resources, and facilities such as the soft play room and multi-sensory room which help children learn using all of their senses.
- Parents receive valuable detailed information about their children's progress towards the goals, and management and staff work hard to ensure that the partnership with parents is based upon two way communication where information is exchanged regularly and used effectively to help individual children make progress.
- Children are learning a strong sense of time through the daily routine and through strategies such as the photographic display of children involved in activities which illustrate the progress of the day.

#### **What needs to be improved?**

- the staff knowledge of the Curriculum Guidance to the Foundation Stage so that activities are not rushed, so that children are given sufficient time in group and individual activities to develop, practice and consolidate new skills and knowledge and to explore ideas and interests in depth
- the amount of time some children spend in whole group activities with mixed age ranges, so that older and more able children are offered sufficient challenge
- the opportunities for children to use their emerging mathematical knowledge to solve practical problems of number, space, and measure
- the ways some staff do not model the correct use of words
- the arrangements for systematic monitoring of the way staff work with the children so that weaknesses can be identified and addressed.

#### **What has improved since the last inspection?**

The setting has made generally good progress in addressing the key issues from the previous inspection in which they were required to widen the range of information given to parents; plan more opportunities for children's knowledge and understanding of other cultures and increase opportunities for solving simple mathematical problems. Parents receive limited written information about the educational programme, but staff talk to parents about what their children will be learning at preliminary home visits and during the introductory visits to the setting, and supplement this by detailed photographic displays in the hall. Statements illustrating the photographs describe which stepping stones the activities are promoting for all of the areas of learning. Partnership with parents is a strength of the setting, and parents are very well informed about their children's achievements and progress. Staff plan various activities which help children learn about other

cultures, through topic work on festivals such as Chinese New Year, and children learn a simple understanding of the customs and traditions of others through activities such as making play food from a range of cultures.

Some of the children still have insufficient opportunities to solve practical problems in some aspects of mathematics, and this remains a key issue from this inspection.



## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very keen to join in the varied range of activities, and games such as remembering which cone is hiding a toy helps children develop memory and extend concentration. Children are learning many useful self care skills, and behave well, copying the courteous example of staff. Children are learning about other cultures in topics about festivals, and the inclusive practice is helping children learn to consider the needs of others in everyday situations. Praise builds self-esteem well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning the names and sounds of letters, and to recognise simple words such as their own names. They extend their vocabulary by learning new words such as the names of musical instruments. The writing area does not encourage children to practice mark making as part of the everyday routine, and some staff do not model the correct use of speech, or give children sufficient time to try to answer questions or express ideas. Children are learning to enjoy stories, and simple songs.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to 12 children at circle time, but are not encouraged to recognise numerals. They can recognise some shapes such as stars, circles and ovals, and sort toy bears into groups, learning concepts such as large, medium and small. Some staff lack detailed knowledge of the different aspects of mathematics, and this affects the opportunities offered for practical problem solving in number, space, and measure. The children learn about patterns of lights, and during art work.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning a strong sense of time as they check the progress of the day on a photographic time line. Children have frequent opportunities to use technological equipment such as a computer and listening station. They are sometimes not given sufficient time to practice new techniques and knowledge in activities such as water play and construction. Children learn about the cultures and beliefs of others in topic work on festivals and learn about the locality in frequent outings.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children hop, climb, slide and balance, both indoors in boisterous play in the soft play area and on the outdoor play equipment. Activities such as using small equipment, or playing games like "sleeping bunnies" do not encourage children to develop a sense of space, as only a very small area of the room is used. Progress in skills such as passing balls is limited by the amount of time children are given to practice. Staff plan well for all children to make progress in their physical skills.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children explore a range of media and techniques such as printing, collage, painting, drawing and tactile play with play dough, water and sand, but do not always have sufficient time to become engrossed in these experiences. They know many colours, and are learning about the different sounds of percussion instruments. They can sing a range of songs and rhymes, and the multi-sensory room is used very well to help children experience light and shade, texture and atmosphere.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- provide more opportunities for children to solve practical problems involving number, space and measure
- improve the way the management monitor staff practice with the children, so that monitoring arrangements are more systematic, in order that weaknesses can be identified and addressed
- ensure that where necessary staff are familiar with the Curriculum Guidance to the Foundation Stage, particularly the underpinning principles, so that young children are given sufficient time to become engrossed, work in depth and practise and extend new skills and knowledge.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*