

# Sefton Park Nursery

Inspection report for early years provision

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**Unique reference number** 322390  
**Inspection date** 13/06/2011  
**Inspector** Frank William Kelly

**Setting address** 2 Bagot Street, Wavertree, Liverpool, Merseyside, L15 0HT

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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

Sefton Park Nursery was registered to the current owner in 1996 is operated by an individual. It is based in self-contained single story premises situated in the Wavertree area of Liverpool. Children are cared for within three playrooms and children have access to an enclosed area for outdoor play. The setting operates each weekday from 8am to 5.30pm, 51 weeks of the year. It is closed for a week at Christmas and bank holidays.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 51 children under eight years at any one time, of whom no more than 51 may be in the early years age range. The setting currently has 39 children on roll, all of whom are in the early years age range. The setting provides funded places for the provision of early education for some of the three- and four-year-olds. The setting is also registered to offer care to children aged over eight to 11 years and is registered by Ofsted on the voluntary part of the Childcare Register. At present the setting is not operating a service for children aged over five.

The setting currently employs 11 staff to work directly with the children. Of these, 10 hold early years qualifications. One member of staff holds an Early Years Management degree and is also working towards Early Years Practitioner Status. Five staff are currently undertaking additional vocational training. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a well organised and welcoming setting in which children are supported well, to make good progress in their learning and development. The welfare of the children is given high priority and the systems in place are effective in contributing to promoting the children's safety. Regulatory documentation in most aspects is well maintained and the policies and procedures in place underpin the firm engagement of parents. Partnerships with other services are very well established, so that children's individual needs are effectively being met. Formal self-evaluation is still in the early stages; however the plans for improvement are secure and build on the continuous improvement already achieved since the last inspection.

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

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

- further extend staff's understanding about how they can support children to extend their critical thinking and make connections in their learning. Consider how the use of information and communication technology could be incorporated into this, both indoors and outside

- refine the risk assessments to include more specific detail when on individual outings
- refine the self-evaluation and quality improvement processes so as to act as an internal system of review and record keeping that reflects the practice that takes place. Consider how staff, parents, children and other parties can contribute to it on a regular basis.

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

Simple but consistently applied management monitoring systems, such as, annual declarations of suitability, are one of several procedures in place that robustly promote the safeguarding and protection of children. Recruitment and selection procedures are reflective of the current guidance and include the retention of evidence of how the suitability of adults has been confirmed. All staff have completed a full vetting procedure and details of regular visitors are retained. The recently revised policies for safeguarding children include clear and simple instructions of the steps to be taken. Those responsible for the coordination of safeguarding procedures have undertaken relevant training and successfully cascaded this to the rest of the staff team. Consequently the staff are confident in identifying potential signs and indicators of abuse and who to report such concerns to, in order to ensure children are kept safe.

The premises are suitably maintained and staff ensure that security is very well maintained. Annual servicing of gas, electrical and fire prevention equipment is undertaken. Fire drills are practised with sufficient frequency to meet fire officer requirements and help the children gain an understanding of what to do in an emergency. The smoke detection systems are checked but records of such checks are not at present recorded. Risk assessment has been conducted and staff follow a routine for checking those that require regular checks to maintain and promote the children's safety daily. Good regulatory policies are in place, such as, those for lost or uncollected children. However, although the setting has a well thought out outings procedure which reflects the current guidance, there are no individual risk assessments. It is accepted that on this occasion staff are confident in the steps they take to maintain children's safety to and from school and on other trips. However, the formal risk assessments for such trips require additional detail.

Good organisation of resources throughout the setting means children have lots of choice and resources that provide them with developmental and achievable challenges. Staff are well deployed and their longevity of service means that many of the older children have received consistent care from familiar adults. This, along with the lovely use of photographs of the children's immediate and extended families, posters, books and other resources, has created a welcoming and inclusive environment for all. Consequently the children demonstrate a good sense of community and are gaining rich first hand opportunities to explore their own beliefs and customs and those of other people.

Engagement of parents is valued at this setting and is underpinned by the warm and welcoming approach from the staff. Good information is shared before children

start to help form the basis of care which helps meet the children's unique needs. Regular summative updates about the children's learning are made available and there are some displays about the learning programme. When required, close partnership working with other agencies is undertaken, thus effectively supporting those children with special educational needs and/or disabilities. The setting uses other local services such as the mobile library and the local authority early years team to extend and improve quality of the services and variety of activities for the children.

These partnerships form part of the management's self-evaluation and quality assurance processes. However, they are still in the early stages of seeking the views of other users, such as, the parents and children. That said, the setting is clearly able to demonstrate improvement since the last inspection, with improvements, such as, the planning and assessment of children's learning firmly established in the day-to-day practice. Revision of resources and the play environment have been enhanced by the successful securing of funding initiatives such as those for new furniture and the outdoor area. This proactive approach and the regular training provided for staff demonstrates the commitment by the management team for continuous improvement.

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

Staff plan well at this setting to support children's learning and development. The environment is effectively organised to allow children to enjoy experiences and play that spans the breadth of the six areas of learning. For example, access to pens and other mark making materials has been much improved since the last inspection and children use these tools and materials independently as they go about their play. The play environment is further enhanced by consistent and regular observations of children which staff use to plan activities that support the children's next steps for learning using the children's current interests. For example, children that enjoy playing with the dolls are provided with additional role play activities, such as, bathing the dolls.

The staff are enthusiastic and pleasant with the children which means that the children are secure and happy in this setting. The emotionally supportive environment is further enhanced for young children and babies as their personal care is provided on most occasions by their key person. Staff talk and engage the children in lots of verbal and non-verbal communication which is recognised to further help form secure bonds. Older children demonstrate confidence in their environment, eager to ask questions and make requests. Their security of the presence of familiar staff allows them to feel sufficiently confident to follow their curiosity and engage visitors into discussions about why they are present in the setting. Staff support children's learning and understanding through regular stories that help children talk and share and revisit their own experiences. For example, during a story about the dentist, children talk about what they did, commenting that 'they sat on a chair like that'. The children play with familiarity and purpose; older children, seeking out puzzles to complete, toddlers becoming excited about their access to the sand and when staff add water to it. However, staff do not

always ask questions to help children think critically, for example, inviting the children to predict what might happen when the water is added. In addition, although there are some aspects of technology, such as, the computer, staff have not fully considered how they could extend the use of technology to extend the children's thinking, such as, the sequence of traffic lights. That said, children are enthusiastic participants in fun activities that help them explore language and gain a sense of themselves. For example, eagerly joining in action songs about their body parts and talking about numbers that are significant to them; for example, holding up the correct number of fingers when talking about their age.

The good use of daily routines, planned activities and staff interactions are helping children achieve good outcomes. For example, children are well behaved thanks to the staff's polite and consistent approach and role modelling. Impromptu discussions help the children learn about showing consideration for each other. For example, when a child asks for two cakes after lunch, staff gently suggest that they may need to save a cake for one of the children who was due to arrive. When the children are playing on the floor they are reminded not to crowd each other and to tidy away their toys so that other children do not trip over. These simple explanations are helping children to develop safe practices and fostering their early citizenship. Children demonstrate a very good understanding about adopting effective practices to support their healthy lifestyles. For example, lively discussion takes place about why it is important not to drink water from the bathroom sink and the impact germs can have on 'your belly'. Children have good first hand experiences regarding healthy foods as they are currently growing peas, carrots and potatoes. This practical approach, enthusiastic staff and well organised environment is supporting children very well to develop their skills for the future.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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