

# Liverpool Community College Nursery @ Kuumba Imani Millenium Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY362864
<b>Inspection date</b>	08/03/2011
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<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Liverpool Community College Nursery @ Kuumba Imani Millenium Centre was registered in 2007. It is owned and managed by the Governing Body of Liverpool Community College and based in the Toxteth area of Liverpool, close to the city centre. It is based in self contained area on the ground floor of the Kuumba Imani Millenium Centre. The children are cared for in a room that can be divided into two. The children have access to a fully enclosed outside play area. The nursery is open each weekday from 8.30am to 3.30pm during term time.

The nursery is registered on the Early Years Register and cares for a maximum of 18 children at any one time. There are currently 22 children aged from one year on roll in the early years age group, some of whom attend part time. The nursery supports the students attending Liverpool Community College. The nursery provides support for children with special educational needs and children who have English as an additional language. Funded early education is provided for three- and four-year-olds. The nursery is registered by Ofsted on both parts of the Childcare Register.

The nursery employs four members of staff, all of whom hold a relevant early years qualification. In addition, two staff are employed as lunchtime assistants and provide additional cover as required. The nursery receives support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children clearly enjoy their time at the nursery which provides a warm, friendly and inclusive environment. The majority of the nursery's care and welfare systems and procedures are well documented and effective. Positive, well established relationships are in place with parents and others to support children's needs. Consequently, children make good progress and development in all areas of learning. Management and staff demonstrate a strong drive and good commitment for further improvement. They provide an excellent, inclusive environment where children are confident and happy and receive personal attention.

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

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

- ensure that written records of all medicines administered to children are kept and parents are informed (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 04/04/2011

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

- develop the evacuation drill procedure to include the recording of evacuations in a log book, including any problems encountered and how they were resolved
- update the record of risk assessments to include any assessments of risks for outings
- update the children's detail forms to include any information about who has legal contact with children.

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

Children are fully safeguarded because the staff are confident in recognising the signs of abuse and reporting child protection concerns or allegations. Safeguarding systems are updated to reflect new initiatives and are shared appropriately with staff. Robust recruitment, induction and training further create an environment where children are happy and safe. Safety systems, including risk assessments, daily premises checks and the regular undertaking of fire drills, are carried out. However, these and one aspect of children's information are not always recorded in line with good practice. Frequent staff meetings are used effectively to share and update staff's knowledge and understanding of the nursery's policies and procedures. Staff are deployed well to support the children's development, independence and self-esteem. However, the medication record systems are not sufficiently robust to meet the specific legal requirement which is a breach of requirements. The premises are secure and the monitoring of visitors is rigorous to ensure children are safe.

The management team demonstrate good commitment and capacity towards continual improvement. All recommendations from the last inspection have been addressed. A number of positive improvements have also been made since the last inspection to improve outcomes for children and their families. For example, the reorganisation of the outdoor play area creating an inviting, enabling environment which increases play and learning opportunities for children across the age ranges. The manager and staff are highly committed to ensuring all children are included. They have an excellent approach to promoting diversity to enable children to understand the world around them. Staff have a good understanding of the Early Years Foundation Stage guidance. They are very successful in making and sustaining improvements to provide a good quality service for parents and children, and action plans outline a clear vision for improvement. Partnerships with other agencies are good and staff engage with other professionals effectively to support the individual needs of children and ensure all children are fully included.

There are well-established good systems in place to ensure that clear general information is available for parents in the form of policies, procedures, notices and displays. Children are relaxed and happy at handover times because they are used to seeing their key person and their parents chatting in a friendly way about their

care needs and their time at the nursery. Transitions for the older children moving on from nursery into the school are successfully managed by staff. Parents are very pleased with and speak highly of the nursery and the dedicated staff. They particularly value the fact that their children are happy and relaxed and eagerly look forward to attending the nursery.

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

Children achieve very well, both indoors and outdoors. They are active learners and are able to work well both independently and in small groups. Children learn about the wider world through the sharing of festivals and through resources that reflect difference and diversity, such as, displayed posters and photographs. Ongoing observations of all children are used effectively to monitor and enhance their progress and development in the six areas of early years learning. These are linked to weekly plans and this information in turn is used to update the individual learning journey files. Children demonstrate friendly relationships with staff and visitors to the setting. They are eager to try the varied opportunities to join in play and activities with their friends, and they show a desire to learn, which is effectively fostered by dedicated staff. Younger children benefit because they play alongside their older peers as they enjoy washing the cups and plates and then bathing the dolls. They make connections and represent their own ideas through creative activities, for example, using scissors, glue and glitter paper to create collages. Staff join in the play with children, adapting their teaching and questioning techniques, to ensure they pitch experiences and discussions at the appropriate level. Children benefit because staff know them very well and build on their individual interests to help support their learning. They enjoy the experience of interacting with sound and light in the sensory room. Alternatively they can engage in physical activities outdoors with natural materials, such as, wooden planks, a tree trunk bench, a willow bower and plenty of digging and planting areas.

Children learn to stay safe through taking small risks on the outdoor climbing and balancing equipment. They take responsibility for tidying up during changes in the session and develop an understanding of the boundaries within the nursery. Children are learning to manoeuvre the three wheelers safely outside and practise the fire evacuation enabling them to learn to take responsibility and develop an awareness of safety issues. Children are very aware of the importance of looking after their well-being. They follow good personal hygiene routines, such as using tissues to wipe their nose and washing hands before snack. Children learn about keeping warm and dry when playing out in the cold or windy weather because staff talk about putting on coats and hats ready for outdoor play. They have good opportunity to explore and enjoy digging and planting in the large soil-filled planters outside. Children stay healthy because staff implement effective procedures to minimise the risk of infection, for example, they clean tables using antibacterial spray. There is a range of measures to support children's good health. Allergies or dietary issues are discussed with parents before children commence at the nursery.

Children are extremely helpful and kind to each other and behaviour is good. Their behavior is supported by staff who act as good role models, have patience, talk to the children kindly and repeatedly offer praise and encouragement. This enables children to start to gain a very good appreciation of right and wrong whilst in the nursery. Children are assisted exceptionally well to learn to value themselves and one another, recognising their similarities and differences. They are very aware of one another's needs and celebrate their own and others' achievements. Staff and children communicate using language and gestures, ensuring all are fully included and valued. Secure systems are in place to support children with learning difficulties and additional needs, ensuring every child makes good individual progress. Children benefit from the staff knowing them well, appreciating their differing needs and understanding their home circumstances. They are becoming increasingly aware of diversity, which is promoted through a variety of resources. Staff plan activities around special events and cultural festivals, increasing children's understanding of a variety of customs, beliefs and traditions including eating pancakes as part of lunch on Shrove Tuesday.

## 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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 04/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 04/04/2011