

Vauxhall Children's Centre

Inspection report for early years provision

Unique reference number

EY360714

Inspection date

28/09/2011

Inspector

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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

Vauxhall Children's Centre is governed and managed by Trinity School. It was registered in 2007 and operates from designated rooms and areas within the Vauxhall Children's Centre, in Liverpool. All children share access to a number of secure enclosed outdoor play areas. A maximum of 62 children aged under eight years may attend the nursery at any one time, of which not more than 18 may be under 2 years of age. The nursery currently takes children from birth to three years of age. The nursery operates from 8am to 6pm Monday to Friday for 50 weeks of the year. The nursery serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 35 children on roll who are all within the early years age range. Of these, seven are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs ten members of staff who work directly with the children. Of these, two hold a qualification at level 4, five hold a qualification at level 3 and two hold a qualification at level 2, all in early years. The manager holds a degree in Early Years Education. The nursery receives support from the adjacent nursery school, Early Years Development and Childcare partnership and Liverpool Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well cared for in a stimulating and inclusive environment. Overall, they enjoy a wide range of well-planned activities, which support their development and help them to make good progress towards the Early Learning Goals. Staff are skilled and effective overall at monitoring children's achievements and progress. The nursery demonstrates a good capacity to improve because strengths and areas for development are identified accurately by leaders and managers. There are well thought out plans to improve the quality of the provision. There are excellent partnerships with parents, carers and outside agencies which help children with particular identified needs make good progress.

What steps need to be taken to improve provision further?

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

- enhance further children's experience by providing different learning opportunities for individual children or groups who may need extra support or

- more challenge, identified through assessments and tracking systems
- extend and develop children's language and communication skills further through appropriate daily interventions in their play, learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Detailed regular checks are made to ensure that children are cared for in a safe and secure environment. Leaders, managers and staff are comprehensively trained and understand their responsibilities in relation to protecting children from harm. There are rigorous recruitment, vetting and induction procedures in place. This ensures that those working with children are suitable to do so and have full knowledge of their roles. Staff training is up to date which enables the well deployed staff to skilfully implement the Early Years Foundation Stage.

Overall, the needs of children are effectively met. For example, there is an excellent partnership with outside agencies to meet the needs of vulnerable children and those with special educational needs and/or disabilities. Children needing additional support are identified early and their needs are met by the staff or specialists. Those who speak English as an additional language receive very good support and make rapid progress in understanding English with the help of the staff. This results in the vast majority of children making good progress in their learning and development. However, some opportunities to provide different learning opportunities for individual children or groups who may need extra support or more challenge, identified through assessments and tracking systems are less well developed. Leaders and managers recognise the value of effective self-evaluation. When strengths and weaknesses in the quality of the provision are identified quick and effective action is taken by the skilled and committed staff. Subsequent improvements to practice and provision benefit the children.

The nursery works exceptionally well with parents and carers to ensure each individual child's needs are met. Right from the start, staff get to know children's interests and particular needs which are incorporated into the daily routines and activities. Parents and carers are kept extremely well informed about their children's progress through comprehensive learning journeys which they regularly view and in which they are invited to make contributions. Regular newsletters give comprehensive information about forthcoming events and activities. Many parents and carers are very appreciative of the personal help they receive from the staff. For example, to access information and training, with such comments as the staff 'can't do enough for you'. As highly valued partners in their children's learning parents and carers are invited to attend courses which help them understand how children learn and develop and put them in a very good position to help their children learn at home.

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

Relationships are positive between the staff and the children and consequently, children and babies are happy, settled and confident learners. They make good overall progress as they learn and develop from a wide range of interesting activities. Individual plans details their achievements, interests and next learning steps. Both the indoor and outdoor areas are effectively resourced so that children develop their independence by choosing their activities and resources. The skilled staff are consistently good role models and provide an orderly but motivating environment. As a result, the children feel secure, know what is expected of them and demonstrate good progress in social skills by behaving well, working with others and following instructions. The staff support and extend children's language and communication skills during activities through sensitive interventions and effective questioning to prompt thinking and learning. However, at times opportunities are missed to enrich children's understanding and vocabulary further. All children enjoy listening to stories and participate happily in well known rhymes and songs. There are many opportunities to make marks and practise early writing skills. Children frequently count and problem solve during games and activities and have good opportunities to recognise numbers and learn simple calculation.

Children learn effectively about the wider world through visits from local services such as the fire service. They appreciate the diversity in society through celebrating festivals such as Diwali or Chinese New Year. Children take responsibility for small tasks that help them develop skills needed in future learning. For example, older children help to tidy up and serve themselves at lunchtimes. Babies make good progress by, for instance, exploring sensory objects such as musical toys, brushes and soft and smooth materials. Older children learn about Autumn leaves and fruits, enjoying sorting fruits into sets and tasting them. Children have well planned opportunities to develop an understanding of how to lead a healthy lifestyle and take plenty of physical exercise when outdoors. Skills children develop such as climbing, sliding, and pedalling on different wheeled toys contribute effectively to their physical development. The staff ensure that the environment is kept hygienic and clean at all times. All children wash their hands at appropriate times after painting or before eating food such as their healthy snacks of fruit. Lunchtimes are a social occasion where good manners are reinforced by the staff. Children enjoy a range of nutritious food which meets individual dietary needs and they brush their teeth when they have finished. Children learn to keep themselves safe through daily routines and they practise evacuation procedures regularly.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

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

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