

# Kids In Bloom @ Northwood Childrens Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY428639
<b>Inspection date</b>	08/11/2011
<b>Inspector</b>	Margaret Mellor

<b>Setting address</b>	Northwood Children's Centre, Roughwood Drive, Liverpool, L33 8XD
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<b>Type of setting</b>	Childcare - Non-Domestic
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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

Kids in Bloom @ Northwood Children's Centre was registered in 2011 and is one of nine provisions run by Kids in Bloom Ltd. It operates in Northwood Primary Community School in Kirkby, Liverpool. The nursery is part of a Children's Centre. The nursery serves the local area and has links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday from 8am until 6pm all year round and the out of school provision from 3.15pm until 6pm term time and during the holidays from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 82 children may be on the Early Years Register. There are currently 40 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years and there are 15 children on roll in this age group. The nursery provides funded places for two yearolds.

The nursery employs nine members of child care staff, of whom, all hold appropriate early years qualifications and two also have Early Years Professional Status. Additional staff are employed for cleaning and meals are provided by the school caterers. The nursery receives support from Knowsley Council and early years development team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children are routinely met through a meaningful partnership with parents and recognising the uniqueness of each child. The learning environment is very safe and positively promotes diversity, good behaviour and independence. Well developed knowledge of the Early Years Foundation Stage contributes to the good progress all children make in their learning and development. Partnerships in the wider context are used to promote good quality care and education. The range of play equipment and the planning for future improvement, including the processes of self-evaluation, are generally good.

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

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

- provide a range of large play equipment that offers challenges to children at different levels of development
- develop further a culture of self-evaluation that will continually improve the quality of provision for all children.

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

Children are safeguarded because staff know and understand the supporting policies and procedures should they have any concerns about children in their care. Safer recruitment and vetting procedures ensures adults suitability. Children are also supervised well because staff qualifications and adult to child ratios exceed requirements. Regular risk assessment and daily premises checks help staff to manage or eliminate risks effectively. Most staff have a relevant first aid certificate and there are also effective procedures for safeguarding children when they are asleep or sick. Welfare of children is further enhanced because steps are taken to promote their good health and well-being. For example, good hygiene practices, nutritious meals and good opportunities for fresh air. All policies and child records that are required for the safe management of the provision are maintained.

A welcome pack and detailed notice boards provides parents with good quality information about the provision. Settling in sessions are offered and 'all about me' booklets encourage parents to share information about their child when they first attend. Therefore, children's individual needs are routinely met and an effective partnership with health professions also provides personalised support. On an ongoing basis parents are well-informed about their children's welfare and achievements, and 'Me to you' books also encourage them to continue children's learning at home. Children also benefit because the staff liaise with other providers delivering the Early Years Foundation Stage for them. Parents say that they are very happy with the safe, supportive environment and children's progress.

Children make good progress in relation to their starting points and enjoy a suitable learning environment because staff make good use of the space and resources. The management are committed to promoting better outcomes for children. For example, specialist training has promoted inclusion for children with individual medical needs and a 'Stepped approach' course has identified the outdoor provision for further development. Monitoring of the provision is conducted through reflective practice and actively seeks the views of parents, staff and an early years development worker. However, the management recognises that they are not always effective in their self-evaluation because the processes for maintaining continuous quality improvement are in its early stages. The management are committed to providing quality sustainable resources and children also gain a suitable awareness of healthy lifestyles.

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

All children are making good progress across the six areas of learning because staff actively support them and create a stimulating learning environment. Therefore, children participate purposeful play and exploration. Cosy areas and good use of open ended resources, also enable children to sit sharing a book with staff. Planning provides appropriate challenges through a balance of opportunities to play indoors and outside as well as adult-led and child-led activities. All children

have a learning journey and the key person assesses their progress and use observations effectively to identify and plan for each child's next steps. As a result, all children make good progress towards the early learning goals. At home, parents support with recognition of sounds and letters and problem solve as children construct a pirate ship which consolidates their pre-school learning. Therefore, children achieving their full potential is effectively supported between their environments.

Good quality resources that are easily accessible helps children to become inquisitive and active learners. As a result, all children thoroughly enjoy their play and show plenty of natural curiosity as they freely explore African rain pipes, leaves, books, silk scarves or small world mini beasts. This challenges children's senses, creativity and imagination. During water play, toddlers have great fun creating patterns using large brushes and staff's open ended questions helps older children to count to five using the ducks as numerals. Therefore, children are developing good mathematical skills. Enhancing a favourite story with a spontaneous bear hunt, is relished by all. Children's early communication skills are also supported effectively and 'Ask me about' sheets stimulates their confidence to talk in a group about what they have enjoyed doing at home. Skills for the future are also enhanced because children develop skills in using the computer.

Good key person support and comforting systems as babies show signs of tiredness, helps all children to have a good feeling of safety. Staff also teach children how to keep themselves safe, therefore, they learn not to run around indoors. All children thrive because the nursery is very clean and staff have established good hand washing and teeth brushing routines. Participation in growing their own vegetables and fruit tasting sessions, helps children to make healthy choices about what they eat. Children are also effectively supported to develop their independence as they help themselves to drinking water and serve their own lunch. Outdoors, push along toys stimulates babies walking and toddlers respond with gleeful chuckles as they confidently climb low level steps. However, the large play equipment does not provide appropriate challenge for the older, more able children. This means that opportunities to practice or extend their physical skills is sometimes impeded.

All children are included because staff are very skilled at making sure they feel special through their high level awareness of their different personalities. This promotes children's emotional well-being and is reflected in the warm relationship they enjoy with all adults. A stimulating display of their paintings highly values children's contribution to the welcoming environment. This also helps them to feel good about themselves and as a result they are very happy and confident. Children develop behaviour appropriate to good learners because they respond to the expectations of staff. Therefore, toddlers are helped to share toys and children work cooperatively when filling the water tray. Children also develop respect for others and this is effectively supported through participation in cultural events and text displayed in different languages around the nursery. Enjoyable walks and activities with 'Bob' the persona doll and his tracheotomy also greatly aids children to learn to understand and embrace differences in the world around them.

## 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