

Everton Nursery School and Family Centre

Inspection report for early years provision

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Inspector	Margaret Mellor

Setting address	Everton Nursery School and Family Centre, Spencer Street, LIVERPOOL, L6 2WF
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Type of setting	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

Everton Early Childhood Centre opened in 2001 and was re-registered under the current management in 2011. The provision is run by the governing body of Everton Nursery School and Family Centre. It is situated in Everton, Liverpool and primarily serves families living in the local community. The provision has full disabled access and facilities. Children use three nursery rooms and four fully enclosed outdoor play areas. All children share access to Heyworth 3, a family learning room, Cresswell room, Spencer room, the school hall, parents room, environment room, food preparation room, sensory room and sensory studio.

The provision is registered by Ofsted on the Early Years Register to care for a maximum of 63 children at any one time. There are currently 62 on roll in the early years age range, the majority of whom are under three years. The provision is open Monday to Friday from 8am to 6pm for 50 weeks a year. The provision supports children with special educational needs and/or disabilities and children who have English as an additional language.

The manager leads a team of 13 staff to work with the children. Of these, 12 have a relevant early years qualification to Nursery Nurse Examination Board (NNEB) and National Vocational Qualification (NVQ) level 3 and 2 and one holds a full degree with honours. Additional staff are responsible for cleaning and food preparation. The setting is supported by the local authority and a quality improvement advisor and is a member of Early Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, and the caring well-equipped learning environment positively promotes diversity, good behaviour and independence. The staff's understanding of the Early Years Foundation Stage supports children in making good progress in their learning and achieving. Children's well-being is promoted particularly well and they are kept safe and secure at all times. An outstanding partnership with parents and others ensures an inclusive environment that values each child's uniqueness. The management are committed to continuous quality improvement and the procedures for evaluating the quality of provision, including the processes of self-evaluation, are good.

What steps need to be taken to improve provision further?

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

- consider making number more extensive in the children's indoor and outdoor environments
- develop opportunities that extend children's awareness of personal safety.

The effectiveness of leadership and management of the early years provision

Good emphasis is given to safeguarding children. Staff have yearly child protection updates as part of the local authority review. Therefore, they have a strong understanding of the comprehensive supporting policies and procedures to protect children from harm or neglect. Rigorous staff vetting procedures ensure adults' suitability, and staff qualifications that exceed requirements also ensure that children are supervised well. Robust risk assessments, along with daily checks of the premises, contribute to effectively eliminating identified risks. There are appropriate arrangements for safeguarding children when they are asleep, sick or have an accident. Children are also protected from cross-infection because good hygiene and cleaning rotas ensure that the provision is maintained well. Nutritionally balanced meals are freshly prepared by the cook and individual dietary requirements are respected. Children's welfare is also greatly enhanced through opportunities to enjoy fresh air and active play. All policies, procedures and records that are required for the safe and efficient management of the provision are maintained.

Partnership with parents is outstanding because meaningful relationships have been established. Parents are provided with good quality information about the provision, and home visits, along with completion of childcare plans, mean that children's individual needs are appropriately met. A strong partnership with parents and outside agencies also provides personalised support tailored to the needs of individual children. Parents are kept well informed of their children's welfare, activities and progress. They are also able to add their comments to their child's development reviews so that they can share experiences and continue their learning at home. The child's family worker also works together with other practitioners and parents to support children's transition when moving rooms or going to nursery school. Parents say that they are delighted with the friendliness of staff and children's social development and achievements.

Children thrive because the management are committed to professional development and use a formal self-evaluation document. For instance, menus reviewed as a result of 'food nutrition' training have greatly improved healthy outcomes for children, and individual children are learning to sign new words as an outcome of 'sign along' training. Open evenings and evaluations enable parents to contribute their expectations for both the provision and their child's learning and development needs. Regular team meetings also enable the management and staff to share the vision for the future. Good thought to organisation means that children safely initiate their own play and learning. The management are also committed to providing good quality sustainable resources and children gain an outstanding awareness of healthy lifestyles.

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

Children are making good progress across the six areas of learning because they are supported appropriately by enthusiastic and very knowledgeable staff. Activities are planned around children's interests and individual developmental needs. Planning also provides a good balance of adult-led and child-initiated activities, therefore children participate in purposeful play and exploration. For instance, children develop their fine motor skills as they do puzzles, and in heuristic play sessions they tip, bang, post or shake and explore what different everyday objects do. This stimulates children's senses, natural curiosity and problem solving skills. Starting points, possible lines of direction and sensitive observations, along with parents' feedback, are used appropriately to identify and plan for each child's next steps in learning. Every child has a learning journey and information recorded helps the family worker to monitor children's progress. Therefore, children are supported effectively to achieve their full potential and develop skills for the future.

Good quality toys meet all the children's needs and the well-planned environment enables children to play and learn through first-hand experiences. Children freely access the continuous provision, for example, painting, construction, small world and mark making. As a result, children are interested, motivated and thoroughly enjoy their play. In the outdoor provision, children also relish playing in large boxes with their friends, filling containers in sand play or singing rhymes with staff. This challenges children's imagination and creativity. The smart board promotes children's awareness of technology, and role play helps them to make connections with the world. Children show obvious enjoyment in books, and enhancing story times with puppets stimulates their imagination and confidence to talk in a group. This means that children are making good progress in their early literacy skills. Children have fun finding different shapes on an 'I spy' hunt around the centre with staff, and some children count to five using objects as numerals. However, practical ways to further challenge children's mathematical development have not been considered.

A stimulating display of children's butterfly paintings values their contribution to the welcoming environment and this is reflected in their happiness and confidence. All children, especially the babies, enjoy warm relationships with staff and a kind word of praise or reassuring cuddle nurtures their strong sense of well-being. Children's behaviour is managed effectively because staff teach them to put their hand up and say 'stop, I don't like that'. This is supported by parents at home and encourages children's consideration for others, such as sharing. Integrated play sessions enable children to meet up with their siblings and also supports transitions when moving rooms. Children become aware of one another's cultures as they celebrate Diwali and Easter. Play materials and posters that reflect positive images of ethnicity and disability also aid children to understand and embrace differences. Children relish playing outdoors and their physical skills are challenged through balancing equipment or rolling and running up and down slopes. Children's fascination in nature is supported through a range of activities and there is plenty of excitement when they discover a spider in the grass.

During play children are encouraged to be safety conscious. However, activities that help to extend their awareness of personal safety are not fully explored. Children thrive and become aware of good personal hygiene because staff explain why hand washing and brushing teeth are important. Babies' bottle feeding is routinely met and well-being portfolios developed in partnership with parents are also supporting individual children's sleep routines. Consequently, babies and young children develop a good sense of security. Children are encouraged to make healthy choices about what they eat and make pate with mackerel, natural yogurt and lemon juice, which is enjoyed by all. Children gain skills in independence and great bodily awareness as they help themselves to tap water after physical exercise. Children's participation in growing their own vegetables and making potato and leek soup also greatly enriches their awareness of healthy lifestyles.

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	1
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