

Kids in Bloom at South Dene Childrens Centre

Inspection report for early years provision

Unique reference number

EY337278

Inspection date

09/02/2012

Inspector

Hilary Boyd

Setting address

St. Joseph the Worker Catholic Primary School, Bewley
Drive, LIVERPOOL, L32 9PF

Telephone number

0151 545 1566

Email

kidsinbloom@hotmail.com

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Kids in Bloom at South Dene Children's Centre is one of nine registered settings run by Kids in Bloom. It opened in 2007 and operates from a purpose built building. It is attached to St Joseph the Worker Catholic Primary School in Kirkby, Merseyside. The nursery is open each weekday from 8am to 6pm all year round. The setting has access to outdoor play facilities that are adjacent to the age related group rooms.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 42 children may attend the nursery at any one time. There are currently 67 children on roll. The nursery receives support from the local authority.

The nursery employs 12 members of staff. Of these, one has achieved Early Years Professional Status, two are working towards a Foundation Degree, four are working towards level 3 and five are level 3 trained.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Attentive and caring staff have created a setting where all children and parents are warmly welcomed. Staff have a good knowledge of each child's needs. As a result of this, children make good progress given their age, ability and starting points. The self-evaluation identifies priorities for improvements and the capacity to improve is good. Partnerships with parents and external agencies are valued in the nursery.

What steps need to be taken to improve provision further?

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

- refine current systems to enable consistent tracking of each child's achievements to also involve parent's contributions and their ongoing progress towards the early learning goals
- use existing links with schools to support learning and development of individual children and develop systems further to support smooth transitions to schools
- develop systems further to support the self-evaluation process and ongoing monitoring of practice that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because appropriate safeguarding arrangements and policies are in line with requirements and systematically reviewed. The manager ensures all staff are well informed about child protection procedures through regular staff meetings and training. Appropriate contact details if concerns arise are displayed in each room. The setting has recruitment procedures to check the suitability of adults.

Appropriate risk assessments are in place and regularly reviewed including fire evacuation procedures. This means that children are well protected when using equipment and exploring the environment. Children are also further protected because the nursery keeps good records including accident, medication and attendance records.

Staff are knowledgeable about the Early Years Foundation Stage and use this to support individual children in their learning through responsive planning systems. Starting points are gathered using specific assessment formats and tracking is carried out. However, systems to track children's progress over time and consistently across the six areas of learning and development are not fully in place, therefore, staff are not fully able to monitor children's ongoing progression across the areas towards the early learning goals.

Children benefit from a warm and inviting environment. Resources are easily accessible for children on low-level storage and the environment both indoors and outdoors is conducive to learning, safe and developmentally appropriate. The setting links with parents and external services to improve outcomes for children, in particular children with additional needs have appropriate support plans in place that are regularly reviewed. The setting works hard to involve parents in their children's learning and good relationships are in place. Parents are kept updated about their children through verbal communication, learning journals, daily diaries and communication link books, that are also shared with children who attend more than one setting. Partnerships with schools are in place. However, the setting does not use fully use contributions from others to feed into the planning and partnership with schools could be developed further to improve transitions for children.

The setting strives for improvement and regularly monitors the setting. However, systems are not fully in place to evaluate the ongoing effectiveness and monitoring of the setting. A self-evaluation form has been completed with identification of areas of improvement. For example, the development of the outdoor spaces was targeted for improvement and as a result is now stimulating with a wide range of exciting resources to support children's physical skills. Continuous professional development is a priority for the setting resulting in a highly qualified and knowledgeable staff team focused on promoting good outcomes for children. Ongoing training plans are in place and effective inductions and appraisals are carried out. Previous recommendations have been addressed effectively and

promptly. For example, hazardous cleaning materials are locked in a storage cupboard contributing to a safer environment for children.

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

Children have developed good social skills and are confident showing good levels of self-esteem and build positive relationships within the setting, with both adults and their peers. Children take initiative working well independently as they access experiences such as connecting mathematical jigsaws together in a well-resourced maths area that includes calculators and children's electronic laptops. They collaborate and cooperate with their peers as they interact together adding more water to the sand play and sharing the fabrics as they got dressed up as characters from a popular children's story book. Children learn about the wider world through their participation in activities to raise awareness of other cultures and through the provision of a range of resources and positive images that promote our diverse society. Staff use books and use appropriate language to support children's individual needs.

Practitioners are knowledgeable about each child. Planned experiences are very much based on individual interests gathered from observations. For example, children's recent interest in trains lead to planned enhancements of using vehicles in different areas of the environment to promote individual participation. Children with additional needs have individual play plans that reflect personal targets towards improving outcomes that are completed and monitored by staff.

Children develop well in communication and literacy skills. Staff constantly talk and listen to them. Children enjoy drawing and painting, forming patterns and shapes with increasing pencil control. They enthusiastically participate in activities, such as acting out a popular children's story about a bear hunt in the outdoors using a range of vocabulary and physical skills. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest through accessible natural and sensory experiences. Practitioners are good role models for the children, consequently children demonstrate appropriate manners and good behaviour as they share, take turns and help during practical activities such as tidy up time and pouring out water at lunchtime.

Good methods are used to encourage children to adopt healthy lifestyles. They follow hygiene routines, regularly washing their hands and practitioners naturally discuss healthy living. Children are secure and develop a sense of belonging to the setting. Children's understanding of safety issues is demonstrated through their play as they confidently use tools that include scissors and digging tools through both child-initiated and adult-led play experiences.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----