

Five Children and Families Trust

Inspection report for early years provision

Unique reference number

EY292874

Inspection date

27/02/2012

Inspector

Jan Linsdell

Setting address

Sure Start Family Centre, Conleach Road, Liverpool,
Merseyside, L24 0TW

Telephone number

0151 728 4887

Email

info@surestartspeke.org

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

Five Children and Families Trust was registered in 2004. The setting is run by a limited company and operates from a Children's Centre located in Speke, Liverpool. Children have access to designated areas and a secure outdoor play area. The setting is open each weekday from 8am to 6pm, all year round.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 74 children aged from birth to under eight years may attend the setting at any one time. Children aged eight years to 12 years also attend the out of school club. There are currently 76 children on roll. Of these, 49 are within the early years age range and of these, 18 receive funding for free early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs 17 members of staff including the manager. Of these, one holds Early Years Professional (EYP) Status, 10 hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The welcoming, stimulating and inclusive environment enables children to make good progress in their learning and development. Overall, staff develop strong partnerships with other professionals and work effectively with parents and carers to meet children's needs. Outdoor play space is developing well and most required records to ensure the efficient management of the setting are suitably maintained. The setting's commitment to maintaining continuous improvement is superb and managers make excellent use of quality improvement tools as a basis for ongoing internal review.

What steps need to be taken to improve provision further?

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

- keep a written record of complaints and their outcome (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register).
- 12/03/2012

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

- enhance the outdoor environment, to include experiences that offer challenges to children at different levels of development
- build on the arrangements for maintaining a regular two-way flow of information with other settings the children attend, to further support their learning and development.

The effectiveness of leadership and management of the early years provision

Children are well-safeguarded and protected from harm because staff have a good understanding of how to identify and report any concerns about children's welfare. Robust vetting procedures ensure children are cared for by suitable adults. Staff conduct daily safety checks and ongoing risk assessments, so that children are kept safe on the premises and on outings. Most required documentation is available and well maintained, but the procedures for dealing with complaints do not fully meet requirements. This is because a written record of complaints and their outcome is not maintained. This has no adverse effect on the children.

Managers inspire staff to strive to achieve the best outcomes for children. Excellent systems for self-evaluation reflect rigorous monitoring and accurate analysis of what the setting does well and what it needs to improve. Comprehensive action plans target areas for improvement and extensive redevelopment plans are in place to improve facilities for the children. Indoor and outdoor play space has been improved, and the recommendation from the last inspection has been fully addressed to improve children's safety. Staff are exceptionally well supported to develop their own practice. For example, they undertake lead roles, participate in video assessment and use reflective diaries to continually enhance their skills.

Play areas are well-organised and the continuous provision of resources positively promotes children's enjoyment and learning. Children with special educational needs and children who speak English as an additional language are well-supported. Staff undertake regularly assessments to identify and support children with speech and language delay. They successfully work in partnership with a range of professionals to promote the welfare of all children. Children's transition to school is very well supported, for example, using puppets, but links with other settings to promote continuity in children's learning are less well developed.

Staff develop strong relationships with parents and carers and communicate effectively with them. This means parent's wishes and children's needs are well met, and parents are kept well-informed of children's ongoing progress. Coffee mornings and parent evenings provide opportunities for parents to talk to key staff and review their children's development files. Parents speak very positively about the setting, particularly about the friendly staff and the good progress that children are making.

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

Staff qualification requirements are exceeded and the EYP acts as a good role model in leading effective practice. Key staff plan for individual children, based on their interests and learning needs. They observe children regularly and track their progress across the six areas of learning. Children's development files are well-maintained and moderated by managers, to monitor children's progression. Children's achievements are summarised each term and information is shared with parents. Consequently, children achieve well, enjoy their learning and make good progress towards the early learning goals.

Children make an excellent contribution to the setting and the wider community. They are consulted on policy development and actively contribute to developing the 'positive behaviour pyramid'. This means they are fully aware of how they are expected to behave towards each other. They delight in being 'mini staff' and helping with tasks, which promotes their awareness of responsibility. They enjoy taking part in many events in the local area, for example, international children's day or a sponsored walk. Their awareness of diversity is well-promoted through cultural activities, resources and displays.

Children develop good skills for the future, as they learn to communicate, count, problem solve, and develop their self-care skills. They have a variety of opportunities to make marks and practise their writing skills. They enjoy sitting under the huts outside, for example to look at books or cook on the pretend camp fire. Block play is positively promoted and children enjoy a wide range of activities to promote their creativity and imagination. For example, sand, water and paint is freely available and children enjoy using the indoor beach and the well-equipped role play areas. Babies express themselves with paint and explore different textures, and face painting is a favourite activity with older children.

Positive interactions with staff help children to feel safe and confident in the setting. Children listen to safety talks and wear wrist bands and high visibility jackets to keep them safe on outings. Children lead healthy lifestyles. They eat nutritious meals and take part in activities to learn how to maintain a healthy heart. They follow good hygiene routines, such as brushing their teeth and washing their hands. Children enjoy singing along with staff as they stretch, jump and dance. They bounce balls and ride wheeled toys in the outdoor area, but there are few opportunities that offer challenges to children at different levels of development.

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	1

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	1
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	1
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	1
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:

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 (Procedures for dealing with complaints). 12/03/2012

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 (Procedures for dealing with complaints). 12/03/2012