

# Scope, Liverpool Early Years & the Gap at Walton Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	322365
<b>Inspection date</b>	08/03/2012
<b>Inspector</b>	Trudie Walker

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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**

Scope, Liverpool Early Years & the Gap at Walton Children's Centre is operated by an organisation. It has been registered since 1995 and operates from 9 rooms in a purpose built single story premise, situated in the Walton district of Liverpool. The setting offers nursery, out of school and holiday care, and a flexible creche service is also available. A maximum of 102 children aged under eight years may attend the setting at any one time. The out of school and holiday club also provides care to children aged eight years to 11 years. The setting is open each week day from 8am until 6pm for 51 weeks of the year. The out of school care is open from 3pm to 6pm each week day during term time only. All children share access to secure enclosed outdoor play areas.

The nursery setting currently has 95 children on roll, all of whom are in the early years age group. Of these, 18 are in receipt of funding for early education. The out of school club currently has 30 children on roll, of whom 14 are aged under eight years and two are within the early years age group. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting currently employs 26 members of staff, including the manager who work directly with the children. Of these, the manager holds a qualification at level 6 in early years, 20 hold a qualification at level 3 in early years and five hold a qualification at level 2 in early years. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is inadequate.

Overall the early years provision requires significant improvement. The registered person has been given a notice to improve that sets out actions to be carried out. The manager and her team of staff offer a friendly welcome to all children, their parents and carers. The staff demonstrate a positive attitude to providing an inclusive environment. Some outcomes are satisfactory and children make suitable progress in their learning and development. However, there are significant weaknesses in the implementation of procedures to ensure children are effectively safeguarded. Self-evaluation prioritises some future improvements but lacks sufficient detail, which has resulted in the provider committing an offence and breaching some of the legal requirements. As such, the capacity to maintain continuous improvement is inadequate.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure staffing arrangements, including requirements for adult:child ratios are organised to ensure safety and to meet the needs of the children 08/03/2012
- ensure there is an accurate record of the names of all the children looked after on the premises, as well as a consistent record of their hours of attendance 08/03/2012

To improve the early years provision the registered person should:

- improve systems for monitoring childrens progress, including matching observations to the expectations of the early learning goals and consistently identifying the next steps in children's learning
- improve the way resources are organised, including stability of staffing, to create a stimulating environment to encourage children's interests and curiosity both indoors and outdoors
- provide opportunities for older and more able children to increase their independence, self help and social skills, especially during meal times

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

Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly, in order to protect children. Recruitment procedures for staff are implemented appropriately. This ensures all staff are checked with regard to their experience, qualifications and suitability to care for children. Risk assessments take place to reduce the chance of accidental injury. Some resources are appropriately deployed to encourage children's independence. However, necessary steps are not always taken to safeguard and promote the welfare of children with particular regard to correct staffing arrangements, which are not organised effectively to ensure the safety of children. This is a breach of a legal requirement of the Early Years Foundation Stage framework. Consequently, children's safety is compromised.

Equality and diversity is appropriately promoted throughout the setting. Satisfactory relationships with parents and carers are maintained. Information is shared with them on a daily basis to inform them of the activities their children have enjoyed. Staff demonstrate a good understanding of the benefits of working with other professionals to meet children's individual needs. Strong links with schools, other providers and external agencies ensure children with special educational needs and/or disabilities are well supported. This is particularly relevant to children with special educational needs and/or disabilities, and has a positive impact on continuity of care.

The manager is aware of the need to review practice in the setting. Within the self-evaluation process the manager welcomes feedback from other professionals, and some areas for improvement have been identified. However, she does not drive and secure improvement effectively. Significant weaknesses in the provision have not been recognised and the implementation of policies and record keeping is inconsistent. An example of this is that children's hours of attendance are not consistently recorded. As a result, the provider does not ensure that children's individual needs are met. This is a breach of a legal requirement of the Early Years Foundation Stage framework. In addition, the provider failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

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

Most children are happy and settled within the nursery environment. They demonstrate good levels of confidence as they select activities, which offer an appropriate level of challenge and interest. Staff have an appropriate understanding of the Early Years Foundation Stage and ongoing observation and assessment of children are undertaken. However, the information gathered, including matching observations to the expectations of the early learning goals and identifying next steps in children's learning is inconsistent. This impacts on the monitoring of children's progress towards the early learning goals.

Warm relationships between staff and children are formed and most children behave appropriately. For example, staff and children work collaboratively to paint and construct junk modelling, and younger children offer to help feed the fish and tend to their hamster. Older children particularly enjoy participating in group time, stories and songs. Children are developing appropriate problem solving skills as they engage in counting, sorting and matching activities. Various opportunities for children to be creative are planned and offered daily. For example, babies enjoy gloop play, and young children explore the properties of soft dough, sand and water in the builder's trays. Children have satisfactory opportunities to practise their early writing skills, and their creations are valued in the range of displays throughout the nursery. However, the older children have fewer resources, experiences and opportunities to become active, creative and independent learners, which hinder the extent to which children develop skills for the future. A selection of books are readily available in suitable spaces, which children enjoy both independently and with others. Children gain a satisfactory understanding of the wider community through meaningful themed activities as well as a range of related resources. For example, books, activities and displays depict positive images of age, gender, ability and culture.

Children are beginning to show a satisfactory understanding about healthy lifestyles. The outdoor facilities offer space for children to pursue energetic activities, such as climbing and riding bicycles and scooters. They enjoy a varied

and healthy range of snack and lunch options and learn about healthy eating through planned activities and discussion. A sense of belonging is fostered through consistent routines. However, there are fewer opportunities for older and more able children to increase their independence, self-care skills and social skills during meal times. Children learn about aspects of their own safety through ongoing daily discussion. This includes staff highlighting hazards in the environment, and encouraging children to use equipment safely. However, in the absence of robust record keeping around children's attendances, along with inadequate staff supervision at all times, their safety cannot be assured.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **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:

- ensure there is an accurate record of the names of all the children looked after on the premises, as well as a consistent record of their hours of attendance 08/03/2012

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:

- ensure there is an accurate record of the names of all the children looked after on the premises, as well as a consistent record of their hours of attendance 08/03/2012