

# Learning Exchange Nursery

Inspection report for early years provision

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<b>Inspection date</b>	15/06/2012
<b>Inspector</b>	Frank Kelly

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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*.

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## **Description of the setting**

The Learning Exchange Nursery was registered in 2011. It operates from two rooms in Liverpool Community College in Liverpool. The nursery is owned and managed by the Governing Body of Liverpool Community College. The nursery is accessible to all and there is an enclosed area available for outdoor play.

The nursery opens Monday to Thursday from 8.30am to 5.30pm and Friday from 8.30am to 3pm during term times only. Children attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 18 children at any one time. There are currently 18 children on roll. The nursery provides funded early education for some three- and four-year-olds. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

This is a lively, well-organised and welcoming setting where staff have an excellent understanding of how ensure that children are fully included and valued. Staff plan well to ensure children make good progress in their learning; given their individual starting points and abilities. Policies and procedures are consistently implemented to promote the safety and well-being of the children. Self-evaluation is still in the early stages but a commitment to improvement is evident through the management's high expectations and the enthusiasm of the staff. The engagement of parents is very good in most aspects and the setting is committed to establishing and working in partnerships with extended services.

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

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

- refine the planning and assessment systems so that the views of parents are reflected in the children's records
- develop further the systems for self-evaluation to support continuous improvement, for example, by using the Ofsted self-evaluation form as the basis of ongoing internal review.

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

Children are effectively safeguarded as the detailed policies and procedures accurately reflect the requirements of the Local Children's Safeguarding Board. Staff undertake regular training as part of the wider college safeguarding systems and through external agencies. The staff securely demonstrate their familiarity with their roles and responsibilities to ensure that any concerns are dealt with

effectively. The children are further protected through the organisations robust recruitment and selection processes. These include the checking of identity, qualifications and completion of a full Criminal Records Bureau check. Regulatory documentation is soundly retained to underpin the safe and efficient management of the setting and to meet the needs of the children. Good safety features are in place to protect the children, such as, padded covers on wall corners and posts outdoors and guards to doors to prevent the trapping of fingers. Security is managed very well with staff monitoring the access to the nursery areas rigorously. Risk assessment is conducted regularly by appointed staff within the organisation. On a daily basis, staff check the premises and equipment to ensure it remains safe and continues to protect the children. The premises are kept very clean and children's health is promoted as staff follow good hygiene procedures as part of their daily routines.

Management are committed to improvement to provide quality care and learning. There are some reviews regarding the quality of the provision undertaken with the local authority early years team. However, the settings own formal self-evaluation is still in the early stages. Plans for the future are not recorded to enable the setting to review and evaluate progress. That said, the organisation continues to develop the staffs knowledge and experience through regular opportunities to attend vocational training. Systems are in place for staff to contribute and share their ideas which results in some effective practice. For example, staff approach management with regard to obtaining new forms of technology, such as touch screen 'tablet' computers. Such equipment is used to fantastic effect for engaging children in a wide range of learning opportunities. It provides visual ways of sharing information with parents about how and what their children have been doing. In particular, staff have used this effectively to allay parents' concerns when their children appear unsettled when they first start.

Resources and the way they are organised make this an inviting and stimulating place for children. It allows them lots of independent choices and play, indoors and out. Good quality resources reflect the extremely wide diversity of the children and families using the setting. Pictures of each and every child are displayed throughout the playrooms and staff have taken the time to handwrite welcome message in the languages and scripts of each family who use the setting. This creates an extremely welcoming and inclusive environment for all.

The engagement of parents is seen as a priority and is very effective in practice. Staff have an excellent knowledge of each child's background and needs, using this information to ensure that children are fully supported in all aspects of their care and learning. Information about children's learning is shared regularly through discussion and the learning records are readily available to parents. Staff have recently begun to complete a summative assessment. However, in its current format it does not invite the opinions or include the views of parents. In other aspects of the provision, the setting is beginning to seek the views of parents. For example, questionnaires have been handed out. The setting demonstrates a commitment to working in partnership with other services and external agencies to ensure that the children receive any additional support they require. The management is motivated to support the staff in their pursuit of engaging schools to support the children's transitions.

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

This is an inviting and stimulating environment for children to play and learn in. Children demonstrate an excellent sense of community within the setting and the wider college facilities. For example, they visit the cafe for a mid-morning snack. On route they greet the receptionists with warmth and familiarity. On their return they bid the chef a cheery 'goodbye'. Staff are very adept at using these sorts of opportunities to extend the children's early citizenship. Older children carry the booster seats for the younger children and others help adults to carry the equipment box. Consequently, the children show an extremely strong sense of security and belonging in the setting. They display extremely high levels of confidence; instigating the construction of a tower and counting the number of bricks with an eagerness and sense of pride.

Staff have high expectations for the children and encourage their good behaviour through excellent role modelling. The children learn to be tolerant of each other and share through regular turn-taking games. The use of foods and a variety of special celebrations is helping the children develop a wider understanding of their world, thus helping them to adopt positive attitudes towards difference. They visit the local 'China Town' district to purchase food and money wallets for the giving of gifts. Staff introduce the children to greetings and draw their attention to the different styles of writing, such as symbols. Children learn about adopting healthy lifestyles, for instance, staff are enthusiastic about the benefits of melon during snack time. Children wash their hands at appropriate times, demonstrating their understanding of the importance of good hygiene. Children enjoy lots of opportunities to be active outdoors, for example, they count to 10, before running around during a game of hide and seek. Adults ensure that children take time to relax during story times or rest as they wish in the sensory area.

Teaching is rooted in good practice. The varied daily programme is enhanced by regular opportunities to use numbers, count, and explore a range of technology. Children's interest in numerals and counting is encouraged by the availability of number cards which the children thoroughly enjoy seeking out and naming correctly. Staff encourage children's communication through the use of microphones and creativity by tapping out music on the touch screen tablet computer. Regular observations and planning ensure that children's next steps for learning are identified and action is taken to ensure they get experiences to build on this. Staff use the children's interests to enhance their learning; when children suggest a raspberry mousse for snack. Staff discuss the request with the catering staff in the cafe and children are given the opportunity to prepare their own mousse. Children's early writing skills are actively encouraged by staff and the availability of note books and pencils on low-level tables. Chalks, crayons, clipboards and digging pits outdoors, allow children to do things on a bigger scale or link it to their role play. Books, stories and singing are enjoyed throughout the day and staff introduce a variety of experiences linked to favourite stories. For instance, they introduce a butterfly rearing kit after reading 'The hungry caterpillar'. Consequently, the children play with pleasure and a sense of purpose.

They demonstrate a growing confidence and desire to problem solve and be inquisitive learners. These skills support the children to develop their skills for the future.

## 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	1
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	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

<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	1
The extent to which children develop skills for the future	2

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