

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

Scope, 99 Cavendish Drive, Liverpool, Merseyside, L9 1NB

Inspection date	20/11/2012
Previous inspection date	08/03/2012

The quality and standards of the early years provision	This inspection: 2
	Previous inspection: 4
How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The thoughtfully planned playrooms create enabling environments for all ages of children; promoting independence and engaging children in purposeful play.
- The self-evaluation process effectively brings about improvement and raises the quality of the provision.
- The staff have high expectations for children and a good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- The staff are fully committed to ensuring relationships with parents are strong and successfully engage them in their children's learning.

It is not yet outstanding because

- The monitoring of learning assessments is not always fully secure in highlighting any inconsistencies.
- Staff do not always fully consider the impact that some nursery routines, such as nappy changing, can have on children's learning and enjoyment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all nursery rooms and the outside learning environment and viewed the soft play area and the sensory room.
- The inspector held meetings with the setting's area manager, the nursery manager, the two daycare coordinators and held several discussions with members of staff.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the evaluation documents and a range of other documentation.
- The inspector also took into account the views of parents and carers spoken to on the day of the inspection.
- A joint observation was carried out by the daycare coordinator and the inspector.

Inspector

Jean Thomas

Full Report

Information about the setting

Scope, Liverpool Early Years & the Gap at Walton Children's Centre Day Nursery was registered in 1995. It is owned and run by a limited company. The nursery operates from nine playrooms within a purpose-built building in the Walton district of Liverpool. The provision is situated on the ground floor level and is accessible to all. It offers nursery, out of school and holiday care. There is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The provision is registered on The Early Year Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 95 children on roll in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities. The nursery employs 21 members of childcare staff. All staff hold appropriate early years qualifications ranging from Level 3 to Level 6.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the monitoring of improvements to make sure than new ways of working, such as changes to children's learning assessments, are fully effective
- reflect on the impact some nursery routines, such as nappy changing, can have on children's learning and enjoyment, particularly during story times.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Effective teaching techniques ensure staff support children in making good progress in their learning and development. These are based on the clear understanding that children learn through play. Children have easy access to a wide range of play materials and

equipment to support their learning. They have good opportunities to follow their interests and to determine the direction of their play. From a young age, children confidently move around and select the equipment and play materials of their choice. Consequently, they demonstrate deepening levels of concentration because their interest is sustained. Resources are freely available and further enhances children's learning as they can pursue activities in a relaxed, unhurried manner and revisit to practise their skills. However, occasionally staff interrupt the youngest children's enjoyment of story time in order to change their nappy, and there is room to reconsider the timing of this routine to ensure that it does not distract children from making the most of their learning.

The role of the key person is fully valued as being key to supporting children's emotional needs and their ability to successfully form attachments with others. The planning of the children's day has been revised to increase time to share with their key person to enhance this relationship. The settling in procedures enables children, parents and key persons to get to know each other. Staff demonstrate high expectations for children's achievement and progress. They fully embrace working in partnership with parents and other professionals to support their planning to help children reach their full potential. Key persons complete regular observations of the children to assess their progress. Staff consistently refer to the Development Matters in the Early Years Foundation Stage guidance as part of the assessment process and to plan for the next steps in children's learning. Tracking processes are used well to monitor children's experiences across the seven areas of learning and highlight their progress towards the early learning goals. These systems are also used to inform the progress check for two-year-old children.

The promotion of children's language development is central to all aspects of nursery life. There are special, vibrant areas in each room that include large colourful cushions to encourage children to sit, speak and listen. Consequently, all children are very secure in expressing themselves; including those who have yet to develop their speech or those who are learning English as an additional language. Children enjoy participating in the lively story times where props are effectively used to support their understanding and to sustain their interest. Staff support younger children's learning through using their senses and provide varied sensory materials for this purpose. For example, the early investigative and curiosity skills of babies are promoted through exploring the contents of treasure baskets. Younger children are attracted to resources which involve turning knobs and lifting flaps; providing them with an introduction to simple technology. As they progress through the nursery, children build on these early skills by learning to use resources, such as cameras, the compact disc player, the computer and headphones for listening to stories and songs. Children are imaginative and express their own ideas. Staff thoughtfully resource and adapt role play areas to follow children's interest and encourage them to learn new things. For example, children use their mathematical and problem solving skills as they build things during imaginary play about a construction site. All children benefit from opportunities to play outside on a daily basis. Staff recognise that some children prefer learning outdoors and have created a well-resourced area. Consequently those children whose preference is for outdoor learning have good opportunities to extend their skills in this area.

The contribution of the early years provision to the well-being of children

Interaction between staff and children is strong, consequently, children are happy and confident. Staff are sensitive to children's individual needs and plan to support their emotional well-being. For example, children bring comforters from home and staff make photograph albums of each child's family for them to look at and talk about. Children are equipped with firm foundations to develop skills for future learning. Procedures are in place to support children's smooth transition as they progress through the nursery and onto school.

Staff are positive role models for children's behaviour. They are caring and consistent in their approach. As a result, children's behaviour is good. They learn to negotiate and to manage their own emotions. Children take responsibility as they eagerly help staff by taking on simple tasks, such as setting the table at meal times, preparing for an activity and putting away resources after use. Staff are proactive in promoting children's self-confidence and self-esteem. They help children understand their own unique qualities and characteristics, whilst also learning to appreciate those of others. Resources and activities that develop children's understanding about other people within a diverse society are an integral part of children's daily play experiences. This helps to nurture children's acceptance of difference and to challenge gender bias views. Staff ensure that all children are included in activities and make sure each child's voice is heard and their contribution is respected.

Staff plan activities to support children's understanding of a healthy lifestyle. Children enjoy energetic outdoor play. Older children competently run, climb and balance. They have fun chasing each other through the fallen leaves. The babies have the space to move freely. The nursery provides a balanced diet for children. Food is freshly cooked on site and specific dietary requests are met. The menu is displayed for parents information. Children are involved in activities to help nurture their interest in healthy eating. For example, they visit the local shops to buy food for their snacks and grow vegetables. Meal times are social occasions; when staff and children talk happily together. For example, children talk about the foods they like and staff ask questions and give explanations to improve children's learning about healthy eating. Children learn about the importance of personal hygiene as they wash their hands before eating and brush their teeth after lunch. Their independence is developing well as they dress themselves after toileting and getting ready to play outside.

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

The management team and staff are committed to quality and continually improving the nursery. Staff take pride in organising attractive and stimulating learning environments for children. Priorities for improvement are accurately identified through staff reflecting on practice, seeking the views of parents and using Local Authority guidance.

The actions and recommendations raised at the previous inspection have been addressed.

Staffing rotas are checked to ensure ratios are met at all times and all information meets legal requirements. Children's progress has been enhanced through improving the outside play area, and providing older children with opportunities to be more independent, particularly around meal times.

Children are safeguarded through staffs' good knowledge of child protection issues and how to act to protect children from harm. There is a designated safeguarding officer to provide leadership and guidance to other staff regarding children's safeguarding and welfare and all required records and documents are accurately maintained. The company's recruitment procedures are robust to ensure suitable persons are appointed to work with children. Clear induction procedures are in place to help staff understand their roles and responsibilities. Appraisals identify their ongoing suitability and opportunities for professional development. Following training, staff disseminate their gained knowledge to improve practice. Management regularly monitor the quality of staff practice and also provide supervision sessions to offer staff support in their role. There are also systems in place to monitor the educational programme and assessment systems, although, this is not always fully secure. For example, although the assessment and planning systems for children's learning have recently been revised, this improvement has not been effectively monitored to ensure that these changes have been implemented consistently and successfully.

Parents and carers express their great satisfaction with the provision and the progress their children are making. Parents are kept well informed about the Early Years Foundation Stage, their child's progress and how the nursery operates. They are encouraged to be involved in their children learning and are given guidance and support in how to continue their child's learning at home. For example, information about the 'Every Child a Talker' initiative is displayed to provide parents with suggestions and ideas on how to help their child speak clearly and learn new words when they are at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	322365
Local authority	Liverpool
Inspection number	786786
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	102
Number of children on roll	95
Name of provider	Scope

Date of previous inspection	08/03/2012
Telephone number	0151 233 6620

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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