

# Kids In Bloom @ Northwood Childrens Centre

Northwood Children's Centre, Roughwood Drive, Liverpool, L33 8XD

<b>Inspection date</b>	04/03/2013
Previous inspection date	08/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children with special education needs and/or disabilities are supported well because the setting work with external agencies and other professionals to provide targeted support.
- Children are safeguarded as staff have a sound knowledge and understanding of their roles and responsibilities towards child protection.
- Children are happy, confident and well cared for because they have formed positive relationships with all staff.

### It is not yet good because

- Staff do not provide the best possible support for children who are learning English as an additional language. As a result, children do not receive consistent encouragement to use their home language in play and learning.
- Managers do not effectively oversee the quality of teaching. This means that they have not identified inconsistencies in observation and planning.
- Some parents do not receive sufficient information about children's progress and learning, and are therefore unable to support their learning at home.
- Staff interaction does not always focus on the different ways that children learn.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the day, including professional discussion and joint observations with the manager.
- The inspector looked at the children's learning records, planning documentation, evidence of suitability of practitioners working within the setting, policies and procedures, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and through information provided during discussions with the manager.

## Inspector

Rachel Deputy

## **Full Report**

### **Information about the setting**

Kids in Bloom @ Northwood Childrens Centre was registered in 2011 on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register, and is one of nine provisions run by Kids in Bloom Ltd. It operates in Northwood Primary Community School in Kirkby, Liverpool. The nursery is part of a children's centre. It serves the local area and has links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday from 8am until 6pm all year round. The out of school provision opens from 3.15pm until 6pm during term time and from 8am until 6pm during the holidays. Children are able to attend for a variety of sessions. There are currently 40 children on roll who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. It provides funded places for two-year-olds. The setting supports children with special educational needs and/or disabilities, and who speak English as an additional language.

The setting employs nine members of childcare staff, eight of whom hold appropriate early years qualifications, and two also have Early Years Professional Status. Additional staff are employed for cleaning, and meals are provided by the school caterers. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- respond more effectively to each child's emerging learning needs by making sure all staff pay attention to how children engage in activities, the challenges faced, the effort, thought, learning and enjoyment
- improve the accuracy and consistency of the use of information obtained from observing children to understand their level of achievement, interests and learning styles, and shape learning experiences for each child reflecting those observations, to help children make the best possible progress in their learning and development.

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

- use a wider range of communication techniques to support children with English as an additional language, for example, signing, body language and gesture
- strengthen the sharing of observations on learning with parents, and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

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

The educational programmes cover all the areas of learning and provide a range of interesting activities. The setting managers have developed systems for staff to observe children at play, record their achievements and devise plans for the next steps in their learning. Most staff use these systems efficiently, but others do not, resulting in some instances of inconsistent practice. This means that children make no better than satisfactory progress overall. Some staff do not have a consistent approach to gathering information about children's starting points or regularly sharing information with parents about their children's learning and development. This variability in practice means that some are not able to respond to each child's needs and interests and do not always support children in making best progress because there is too little account of what each child already knows and can do. Staff working with children between the ages of two and three years undertake the progress check at age two. They gather relevant information to and share this with most parents. However, some parents have not yet been invited into the setting to discuss their child's assessment and, consequently, some are not always kept up to date with their child's learning and progress.

Children's language development is sufficiently well promoted as they chat confidently to

each other and staff during activities and at mealtimes. Toddlers talk about the names of the trains or their favourite cars. They look at books or listen to the sounds made by different farm animals. However, children who speak English as an additional language are not as well supported. Staff work with parents to find out and display words in other languages and pay some regard to children's home languages. However, little thought is given to the use of a wider range of communication techniques to ensure the correct support and encouragement is consistently provided.

There is an appropriate mix of adult-led and child-initiated play during each session. Older children enjoy stories and some are able to recognise their names when looking for their place at snack time. During free play, older children learn numbers because staff introduce numbers and counting to children's play. For example, they ask them to count how many items they have in their baskets and ask them which number comes before or after another number. However, some staff do not consider how their teaching and interactions need to vary to meet the different ways that children learn. For example, they do not always give children enough time to explore things at their own pace.

Children's physical development is encouraged, both indoors and out. Children enjoy daily outdoor play and are able to explore different sections of the secure garden. The outdoor area is well resourced. There is a planting area which helps children to develop an understanding of the world as they learn about how things grow and where vegetables come from. Small climbing apparatus helps children to learn to use their bodies in different ways. Children learn to climb and balance as they move around the equipment. There are also lots of open-ended resources, such as crates, guttering and water trays. This helps children to explore and use their imaginations so that they become critical thinkers. For example, they work out for themselves how to use the guttering to move water from one bowl to another. The children enjoy adding leaves to the water and washing the dirt off them. They learn new words, such as 'rough', as they talk about the patterns and textures on the leaves. Children's understanding of the world is suitably fostered because they regularly visit places of interest in their local community. They often go to the post office and local shops to post letters or to buy ingredients for cooking. Children are confident to speak to new people and engage in conversation with them. For example, a child prepares an egg for the inspector in the microwave oven in the home corner. Overall, most children are acquiring the personal, social and emotional skills, the ability to communicate and the disposition to learn which prepares them adequately for the next stage of their learning and to be ready to move on to school.

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

Key aspects of children's well-being are sound. An appropriate key person system is in place, which helps both parents and children to build secure relationships with a designated member of staff. Staff are kind and attentive, providing warmth and affection to the children. Consequently, children are happy and secure. All children show a sense of belonging within the setting and display good levels of confidence and self-esteem. The setting has an effective settling-in policy. Parents are asked for information about their child's preferences and routines before they start at the setting, as well as some basic information about what their children can do and how they learn. This gives the staff

some idea of children's starting points so they are able to build on this. This information is mostly used appropriately to ensure that children's needs are met. For example, weaning information is shared on the baby room notice board to ensure that all staff are aware of the individual needs of each baby.

Parents are encouraged to stay and play before leaving their child. This enables children to feel secure in their surroundings and to become familiar with their key person. In addition, children are able to bring any comfort items which will allow them to settle, for example, a soft blanket or cuddly toy. These practices all help to ensure a smooth transition into the setting. Children behave well as staff are positive role models, giving clear guidance of what is expected. Children happily play together and share. For example, when painting their favourite farm animals, a child who has different coloured paint happily passes her paintbrush to another child when she is asked to swap colours.

Children are provided with healthy snacks and are frequently offered drinks. They enjoy the freshly prepared lunches and are given opportunities to serve themselves, which develops their physical skills and promotes their independence. Children enjoy the social occasion as they sit and eat lunch together. Children learn how to care for their personal needs. They know to wash their hands after using the toilets and some children know to ask for a tissue and are able to wipe their own noses. Some staff talk to children about keeping themselves safe as they move around the setting. Children know that they must line up as they move between the indoor and outside environments to ensure their safety. They remind the teachers to be careful as they carry heavy boxes. Children have access to a well-resourced outdoor learning environment which promotes their enjoyment of being active, as well as giving them opportunities to learn about their own safety. For example, they are exposed to risk when playing on balancing equipment. Staff give support and remind them to be careful, although children negotiate the risks safely for themselves.

Most children are prepared for the next stage in their learning because staff give careful consideration to preparing them for school. They complete transition records and take the children for taster sessions at the local primary school. The reception teacher also visits the setting to meet the children and their key person to discuss their individual needs.

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

Many areas for improvement have been identified. For example, staff are developing the use of the garden area and improving children's choices at free-play times. However, the quality of teaching is not adequately monitored to ensure that all children take part in interesting activities which sufficiently challenge and stimulate their learning. Some staff do not observe children with sufficient regularity or plan consistently enough to extend children's learning. This means that staff are less able to extend learning opportunities for some children. The setting works well with external agencies and other professionals to provide targeted support for children with special educational needs and/or disabilities. They share good information about the progress of children for whom targets have been identified, based on what they know from tracking the progress of individual children.

There are effective systems in place to show that staff are suitable to work with children. Arrangements for safeguarding children are secure and understood by all staff. The setting has a clear policy and procedure in place and all staff complete relevant training. All staff regularly update their first aid training and the manager, who is the nominated person for safeguarding, ensures that staff implement and keep clear records of accidents, injuries and any risks to children. Any concerns are dealt with quickly and management ensure that any other agencies or schools are contacted if required. The setting works closely with the on-site children's centre and host school to ensure continuity of care and learning.

Relationships between parents and staff are relaxed and well established. Parents comment on how they value the caring staff and how much their children enjoy attending the provision. Parents are fully aware of policies and procedures as managers communicate through newsletters and an informative website. However, some parents do not feel that they are provided with as much information as they would like about their child's learning. The management team are aware of this and are in the process of addressing this issue by inviting parents into the setting to review their child's learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are 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 action. 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

<b>Unique reference number</b>	EY428639
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	902413
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	82
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Kids In Bloom Limited
<b>Date of previous inspection</b>	08/11/2011
<b>Telephone number</b>	0151 477 8640

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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, which are usually the childminder's 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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