

# Five Children's and Families Trust

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

## Inspection date

12/03/2013

Previous inspection date

27/02/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff demonstrate a good understanding about how children learn through play based activities. Plenty of variety on a day-to-day basis provides children with lots of choice and fosters learning across all seven areas of learning. Learning experiences gained from forest school sessions effectively support the older children to develop their exploratory natures.
- The enthusiastic and warmth of welcome from staff effectively underpins the children's sense of belonging and security. The ongoing engagement of parents means staff are familiar with children's specific needs and interests. The strong bonds formed enable the children to be happy and confident to play and learn throughout their day.
- The ways the setting self-evaluates and builds on its practice are very good. In particular, the setting engages the staff team to develop their reflective practice and implements the management's vision for the future.
- The first class partnership working with other professionals and services actively underpins the ethos of early intervention.

### It is not yet outstanding because

- On some occasions, staff do not ask questions that provide children with ways to think critically or allow sufficient time for them to think before they answer.
- Staff do not always use daily routines and play to give children a reason to count or foster an interest in number problems.

## 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

- Prior to the inspection the inspector took account of information received by Ofsted relating to the care of children. During the inspection, the inspector viewed children's assessment and planning records. A selection of other pertinent documentation was also viewed.

- The inspector held meetings with the nominated individual for the company, the manager and the deputy who is also the appointed special educational needs coordinator. During the course of the day he also held discussions with several members of staff, and undertook a shared observation of an adult-led activity in the toddler room, with the Early Years Professional.

- The inspector joined a group of children as they participated in forest school activities away from the premises and observed children in play both indoors and outside and all playrooms. He looked at the equipment available to the children and viewed 'the beach' area which was not in use on the day of the inspection.
- During the inspection, the inspector interacted with children and spoke to some of the parents.

## Inspector

Frank Kelly

## Full Report

### Information about the setting

Five Children and Families Trust was registered in 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is run by a limited company and operates from within a children's centre located in the Speke area of Liverpool. Children have access to three designated areas and a secure outdoor play area.

The setting opens Monday to Friday, all year round with the exception of bank holidays. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 59 children attending, who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

The setting employs 17 members of childcare staff. All hold appropriate early years qualifications with one member of staff holding Early Years Professional Status and another holds a B.A. Honours early years and a special educational needs degree. One member of staff holds an early years foundation degree and 10 members of staff hold qualifications at level 3. Two members of staff hold qualifications at level 2 and five members of staff are working towards additional qualifications at a higher level.

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

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

- support staff to extend their knowledge of how to enhance children's critical thinking and encourage them to give the children time to think and talk during such occasions
- extend the ways to give children a reason to count, for example, by counting how many children or plates are needed at the table; or by supporting them to develop an understanding of abstraction by counting things that are not objects, such as claps, hops and jumps.

### Inspection judgements

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

Staff plan well for children's future learning by using their observations of the children and information they gain from parents when children first start. Early information gained from parents is used by staff to establish familiar routines and children's favourite activities so that they develop confidence to be in nursery. Base line assessment is undertaken by staff following the initial settling-in period for the children. Staff have a monitoring systems to identify children's progress in their learning and use the 'Development Matters in the Early Years Foundation Stage' guidance document to assess if children are operating within the expected developmental age ranges. Parents are consulted and information shared about the children's learning through parents' evenings and other meetings. A progress check at age two is in place and is created by staff in consultation with parents. Where relevant it is linked to other professionals' checks, such as those by the health visitor.

The playrooms are well organised and provide children with a very good range of toys and things to play and explore. Children are lively and purposeful in their play and staff encourage children very well to participate and try new experiences. For example, babies who have attended nursery for some time, thoroughly enjoy sitting in the bubbles and water; splashing and exploring the sensations. However, the feelings and wishes of new children who are less confident are well supported. Staff are sensitive to this and sit them on their knee so they can watch the other children. They talk to the children on their knee about their toes and feet and gently dip the child's toe into the bubbles. They are supportive and caring when children are unsure, talking in soothing tones and gently drying the child's feet. This type of approach allows children to develop confidence whilst respecting their wishes and needs. It is part of the early building blocks for developing children's independent exploratory nature.

For older children, confidence is oozing out of them as they go about their daily routines and play. They fetch blocks to build with and toddlers eagerly join in the adult-led activities, such as making 'snow' out of corn flour and water. Staff support the children well to take turns and use tools, such as spoons for mixing. They draw the children's attention to the marks that they make and encourage them to explore with their hands and fingers. During these activities staff introduce words, such as sticky and slimy to extend the children's vocabulary. However, they are less inclined to ask questions to make children think critically. For example, about what might happen when water is added. On the occasions they do ask open questions, they do not always provide children with sufficient time to think and respond. This lessens the chances for children to express and explore their thoughts. That said, staff do use a range of vocabulary appropriately directed at the children's developmental stage. For example, babies hear words, such as splash, splosh and the staff point to and name the children's features, such as eyes and ears. This allows the younger children to gain an awareness of themselves and places the words in a meaningful context to them. Older children, during forest school, use words including shiny and sparkly to describe the ice they crunch beneath their feet. Staff encourage them to look for worms, try to say 'centipedes' and to talk about and describe previous visits and what they found.

Forest school sessions provide the pre-school children with lovely, rich learning experiences that build confidence, physical strength and a sense of taking risks in a safe and controlled manner. For example, children balance on parallel ropes secured between two trees, with their feet on the bottom and their hands holding the top ropes. They jiggle

and sway as they develop their balance and use their core body muscles to gain greater control. Others run up and slide down the mud pile and some unaided, walk along the tops of fallen logs. They learn to negotiate the nobbles and uneven surfaces of the tree and negotiate the peeling and slippery lengths of bark.

Children's early literacy skills are encouraged in many ways and all children have good access to lots of developmentally appropriate resources to make marks with, for example, chalks, crayons, pencils and paint. Books are easily accessible and staff read stories on a regular basis. There are lots of printed labels throughout the nursery. Name cards with the children's photographs help them to become familiar with their names. Some of the older children are eager to show visitors their early letter formation and they draw detailed maps, while explaining in earnest the route from nursery to forest school.

Numbers are displayed throughout the setting and some counting takes place though the singing of number songs. Staff talk about four more minutes before getting ready to go in and they count in sequence when children throw balls through the hoops. However, these types of activities are not routinely included through all parts of the daily routines, for example, when getting ready for lunch or lining up to go out or get on the mini bus. Nevertheless children demonstrate they have favourite games that include opportunities to count, for example, 'What's the time Mr Wolf'. They find it hard to contain their excitement to count past two, before delightedly shouting 'Dinner time'.

Toddlers enjoy their imaginative play as they push and roll the cars along the blocks and floor and they use a range of technology. For example, babies have equipment that makes noises when they press buttons and toddlers and pre-school children are supported to use the digital cameras to take pictures during their day. Role play, sand and water is also easily accessible to children whenever they choose, which supports their experimentation as they try things out.

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

The staff engage parents well to ensure that children are supported and their unique needs are known and met. Home visits by staff and visits to the setting as part of steps to help children settle. This means that strong and effective bonds have been formed quickly between the children and their key persons. Therefore, children demonstrate a sense of belonging and contentment at this setting. They are at ease with the routines of the day and the adults who care for them. They gain security and a sense of belonging from staff's enthusiastic and friendly interactions. For example, babies giggle gleefully when having their nappy changed. Their key person talks and encourages playful exchanges of squeals and babbles. Children are aware of what comes next as staff narrate what they are doing and warn the children about changes, by saying 'Ready, steady, go'. This prepares children for when clothes are being removed or when they are about to be lifted. Older children arrive to enthusiastic welcomes from the staff and questions about what they have been doing that morning. Consequently, the children animatedly share what has been happening at home or on the way to nursery.

The setting is fully committed to close partnership working with a wide range of professionals and services so that children's ongoing and developing needs and support are effectively managed. The individual responsible for the coordination of such services is very organised and has simple but effective ways to track and monitor that staff and other services are being coordinated. She supports staff to implement simple individual plans as required by the Special Educational Needs code of conduct. She actively encourages and involves the parents in the creation of such plans. Funding and the engagement of wider services are deemed as priorities and the management ensures that other services and avenues for funding are approached; as soon as needs change or are identified. This purposeful practice is ensuring that children are not disadvantaged and they make good progress given their individual starting points and capabilities.

Resources are well organised and appropriate to the children's developmental needs. Staff ensure that steps are taken to include children in all activities in differing ways. For example, snow is brought indoors for those children unable to go outdoors so they can explore the tactile experiences. Welcome signs in varying scripts and languages are displayed. Books reflecting the nationalities and languages of the children currently attending have been purchased. Children learn about differing communities and the wider diversity in today's society through activities linked to seasonal and cultural events. This is creating an inclusive and welcoming atmosphere. It acknowledges the families of the children attending and helps them to talk about their own home and community and to find out about other children's experiences.

Children show a developing understanding of self-control and respect for others. They share toys and resources well and disputes that arise are effectively managed by staff to help them develop their social skills. For example, toddlers are encouraged to make space for their peers when digging in the outdoor sandpit. Older children learn about having to wait when travelling on the mini bus and that it is not always their turn to go first. Staff support the children well to develop their self-help skills such, as washing their hands, visiting the bathroom and trying to dress themselves when getting ready to go outdoors. Regular adult-led activities in small groups help the children develop their concentration skills. These tasks and activities help prepare the children for the next stages in their learning. They boost their physical self-care skills and their ability to follow instructions and concentrate for longer periods. It supports children to develop the necessary skills to cope and manage within the more formal structure of a school day. Staff have begun to implement the preparations to support the children as they move to school. Individuals have been appointed to work as coordinators to link with the schools that the children will be moving onto. For those children in nursery moving into the next developmental group; staff support the children well with visits so that they get used to the differences of room and build relationships with the staff. All children have an opportunity to mix during their day so they become familiar with their wider nursery community.

Good practices are implemented to help keep children healthy and free from infection. Care needs regarding dietary or allergies are known by staff so that children remain well protected. Children's growing understanding of keeping themselves safe and healthy is promoted effectively and demonstrated in their independent actions. For example, before they set off for a trip to 'forest school' they talk confidently with staff about not putting

things they may find in their mouths. On arrival they explain to visitors that 'you must stay within the blue ropes'. After lunch they clear their own plates and help with the general tidying up. Staff support the children to learn about healthy lifestyles as they talk with the children about the benefits of eating healthy food and being active. Daily outdoor play within the setting allows children to run around and use a variety of muscle groups and develop their physical skills. They pedal and steer the trikes with good control and with adult support attempt to master the art of rolling the hoola hoops to each other, excitedly chasing those that veer off with delight and much mirth. Meals and snacks are based on healthy options and children are encouraged to try a wide range of tastes and textures including chicken curry and casseroles with additional vegetables included. Tooth friendly snacks and a routine for promoting dental hygiene is in place. A hearty afternoon snack of warming 'Scouse' is thoroughly enjoyed by those children attending after their long day in school.

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

This inspection was prioritised by Ofsted because concerns have been raised relating to safeguarding. The setting is well organised and children are kept safe and their well-being promoted by the efficient organisation of the daily routines and management of the premises. The premises are well-maintained and risk assessment is conducted as required. Staff undertake a series of regular daily checks to ensure that equipment and the areas used by children remain safe and secure. The management are responsive to ensuring children's safety is maintained at all times. They take positive and rapid action to ensure that children remain safe and their well-being is promoted should any aspect of care change. For example, when a child recently followed a parent into the fully enclosed outdoor play area without staff noticing; the management took immediate action to ensure that this does not occur again. This included fitting an additional safety gate to the doorway and highlighting the issue to both staff and parents. A full investigation and risk assessment was carried out and revised practice including the access to the kids club and pre-school room via another entrance was adopted.

Ongoing management monitoring practices are in place. The manager has ensured that policies have been revised to ensure that the revisions to the welfare requirements of the Early Years Foundation Stage remain fully met. Safeguarding procedures are deemed as a priority with staff undertaking regular training. Staff recruitment and vetting is rigorous and detailed. Therefore, the adults caring for children have the relevant experience, qualifications and integrity to care for children. The effective induction and regular revisits to the procedures regarding safeguarding means that staff are very familiar with the procedures for reporting any concerns they may. They have a good familiarity with potential signs and indicators and are confident when explaining who to and how any concerns are to be reported. The manager is experienced in working as part of the extended child protection teams and services, as required by the Local Safeguarding Children's Board.

Staff are well-qualified and have a range of experiences that support the implementation

of a good quality learning programme and play environment for the children. Regular team meetings, supervisions and annual appraisals support the management and staff to identify training needs. A whole team approach to improvement is being effectively fostered through peer observations, some via video recordings. Feedback and discussions mean staff are becoming reflective of their own and their colleagues practice. It is creating a good base for the development of a culture of mutual support and teamwork. Training relative to the staffs roles means they fully understand the steps and actions to take to keep children safe. For example, staff in the baby room are fully aware of the current guidance for minimising 'Sleeping infant death syndrome'.

The management has well-established strategies for monitoring the learning programme and supporting staff to keep up-to-date with changes to legislation. For instance, several staff have received training regarding the ways to plan for children's learning and monitoring of the children's progress. Staff are currently undertaking a 'Tots talking' programme to enhance the ways children's language and communication is fostered. Self-evaluation is detailed and has clear vision for improvement. All the actions and recommendations from the previous inspection have been addressed, such as reorganising the ways the records of any concerns or complaints are retained. Those relating to the development of the challenges for children in the outdoor areas are well underway. Significant plans, including major refurbishment of the premises and the outdoor learning environment due to be implemented in the very near future; are part of the managements vision for the continuous improvement and development of a quality childcare service. Close partnership working with the local early years team allows for the effective monitoring and future directional development of the service. Management monitoring tools include an annual timetable which provides a framework of auditing tools, such as Environmental Childhood Environmental Rating Scales. The staff regularly seek the views of children and parents.

Good parental engagement is in place with staff providing a welcoming environment and good information about the wide range of services the setting offers. Parents are consulted and informed in a range of ways including daily discussion, meetings, parents evenings and the provision of regular good quality newsletters. Information about nursery events, such as fundraising for charity events and how children are learning are displayed throughout the setting. The setting demonstrates comprehensive partnership working across a wide range of services to ensure that all children are effectively supported and none are left behind.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>



## 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>	EY292874
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	907796
<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>	74
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Five Children and Families Trust Ltd
<b>Date of previous inspection</b>	27/02/2012
<b>Telephone number</b>	0151 728 4887

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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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