

Kelton Nursery and After School

Kelton Nursery, Park Avenue, Mossley Hill, LIVERPOOL, L18 8BT

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| Inspection date | 18/06/2013 |
| Previous inspection date | 30/06/2009 |

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

The quality and standards of the early years provision

This provision is inadequate

- The management team have failed to ensure that a number of staff members, who may have unsupervised access to children, have been appropriately vetted. Consequently, children are not sufficiently protected from harm.
- Staff do not provide enough opportunities, for children whose home language is not English, to develop and use their home language in play and learning at the setting. Consequently, children who speak English as an additional language are not fully supported to reach a good standard in English language.
- Information obtained from parents before children attend the nursery, with particular regard to their religious beliefs and ethnic backgrounds, is not always shared with the child's key person. Consequently, the key person does not always ensure that care and learning is tailored to meet the individual needs of all children.
- Staff complete an excessive amount of paperwork, which takes up a considerable amount of their time. This means that it reduces the amount of time that staff are able to spend interacting with children.
- Self-evaluation is weak because it does not identify where the provision does not meet the requirements of the Statutory framework for the Early Years Foundation Stage.

It has the following strengths

- The outdoor play is well planned and provides most children with a suitable environment to support their learning and development.

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 children's activities in the playrooms and the outdoor area.
The inspector looked at children's records, planning documentation, evidence of suitability of staff working in the setting and a range of other records, policies and procedures.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector and Early Years Professional conducted a joint observation.

Inspector

Rachel Deputy

Full Report

Information about the setting

Kelton Nursery and After School opened in 1986. It was registered under its current management in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is run by the committee of Kelton day nursery, a non-profit making organisation with charitable status. The nursery is situated in the Mossley Hill area of Liverpool and primarily serves families living in and around the local community. It operates from a converted semi-detached Victorian property over four floors.

The nursery employs 45 members of childcare staff of these; 43 hold appropriate early years qualifications at level 3 or above and two staff with level 2 working towards level 3. Two staff members are qualified to Early Years Professional Status level. The nursery manager has a level 6 qualification along with 6 other members of staff. Additional staff are employed for cleaning, administration, gardening and cooking. Staff receive support from the local authority.

The nursery operates Monday to Friday from 8am until 6pm, and the after school provision from 3pm to 6pm term time, and from 8am to 6pm during the holiday play schemes. It provides an all year round service with the exception of bank holidays and a week at Christmas. Children use 13 rooms for their care and activities. All children share access to a secure enclosed outdoor play area. There are currently 156 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- carry out appropriate checks to ensure that every member of staff working directly with children has been vetted and is safe and suitable to do so; including obtaining a Disclosure and Barring Service check and disclosing any convictions before or during their employment. Ensure that people whose suitability has not been checked, do not have unsupervised access to children being cared for
- ensure that sufficient opportunities are provided for children whose home language is not English, to reach a good standard in English language by; including and acknowledging their home language in the setting, specifically when greeting children and praising children
- reduce paperwork, specifically around planning and assessment, to that which is absolutely necessary; so that staff are not required to take prolonged breaks away from the children to complete records
- ensure each key person is fully informed about children's cultural background and religious beliefs in order to ensure each child's learning and care is tailored to meet their individual needs.

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

- develop effective systems for careful monitoring, analysis and self-challenge, and use the views of staff, parents and their children to help develop challenging targets for improvement that are focused on raising the overall level of quality and children's achievements over time.

Inspection judgements

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

Staff have a satisfactory knowledge of the prime and specific areas of learning and mostly plan activities that are enjoyed by children and which support their overall development. However, planning for individual children's needs is variable. Information gathered from parents about children's religious beliefs and cultural backgrounds is not always passed on to the child's key person. Consequently, not all children are fully supported to develop a positive sense of themselves and others. For example, some staff are unclear about whether or not it would be appropriate for children to take part in some activities based around religious festivals. Children participate in a suitable range of age-appropriate activities and play opportunities throughout the nursery. Staff keep learning journals for each child that contain observations and photographs of skills. Progress checks for

children aged two to three years are in place and report on children's abilities in areas of learning satisfactorily. However, staff complete an excessive amount of paperwork, which is not always relevant. For example, staff working with particularly young babies are expected to assess learning in areas, such as mathematics and literacy. This is not appropriate to the age and stage of development of the children they care for. Consequently, they do not have sufficient time focus on the three prime areas of learning.

Older children develop their mathematical awareness as they use descriptive language while playing. For example, children and staff describe going up and down while walking across the logs and count steps to the garden. Children also enjoy dancing and making large movements during yoga sessions, promoting their physical skills. Staff promote some aspects of children's personal, social and emotional development as they encourage them to take turns at tipping the sand into a container to fill it. Most children develop their literacy skills as they enjoy reading stories and repeat the phrases from ones familiar to them. Staff use some open-ended questions to support younger children's communication skills. For example, when playing with the modelling clay, they ask 'What are you making?' and staff go on to describe the texture. However, children who speak English as an additional language are not supported to reach a good standard in English language. This is because not enough regard is shown to the home language of the child. For example, there are insufficient opportunities for children to develop and use their home language in play and learning at the nursery. Children who have special educational needs and/or disabilities make sufficient progress from their starting points because staff work well with a range of health professionals and parents. They offer advice and support to promote children's learning and development. Therefore, most children are developing satisfactory skills in readiness for the next stage in their learning.

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

The nursery operates a key person system, which enables children to form some positive relationships with staff and begin to seek reassurance from them. The nursery have created a display for parents so they know who their child's key person is. However, information about children's home language and religious beliefs gathered from parents upon child's entry is not always shared appropriately. Therefore, staff do not always have all the information they need, including children's likes and dislikes to enable them to support children when starting at the setting. As a result, some children are upset and unsettled. Children are reasonably well prepared for their transition to school as the pre-school completes transition documentation which is passed on to the school. Children also enjoy going out in the mini bus to visit local schools.

Children are beginning to learn about adopting healthy lifestyles. Staff provide a range of healthy snacks for children and sit with them when they eat to encourage snack and mealtimes to be a sociable occasion. Children are given some responsibilities to promote their self-confidence. For example, children are sometimes able to select their own snack and hand out plates and cutlery to their peers. There is a well-resourced large outdoor play area, which children access regularly throughout the day. The nursery have purchased outdoor clothing for wet weather, which means children are able to play outside in all weather conditions. This helps to promote their understanding of the world

as they talk about clouds and gather rain water. Children learn about safety as they carefully navigate their bikes and scooters, slowing down to pass younger children. However, their safety is compromised due to weaknesses in the leadership and management of the setting.

Staff encourage children to independently wash their own hands and wipe their own noses, demonstrating they can manage their own personal needs. Resources are also arranged so children can make some independent choices during free-play time. Children demonstrate confidence within their own environment. For example, when a child spills a drink they get a tissue to clear up the spillage. Children behave well in the setting because staff praise their efforts and they are proud of their achievements. Adequate strategies are in place to manage children's behaviour. For example, staff encourage them to share and take turns, which enables children to play together happily. Staff role model manners to the children while giving out snacks and, in response, children use their manners and are polite.

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

All staff have completed safeguarding training and are aware of the signs and symptoms of abuse. They demonstrate a suitable understanding of the procedures to follow if they have any concerns about a child in their care. The nursery has a safeguarding policy in place, which is understood by the staff team. However, children are not adequately safeguarded because the systems for ensuring staff have a Disclosure and Barring Service check in place are not robust. The management team have failed to ensure that a number of existing staff have been appropriately vetted. As a result, staff's suitability to work with children has not been effectively checked to ensure children's safety at all times.

Staff hold relevant qualifications and meet regularly as a team to discuss upcoming events and general practice. Regular supervision processes are in place to support the staff. As a result, they are given opportunities to reflect on their practice and identify areas for improvement, both in relation to their professional development and areas for development in their practice with children. However, this system is weak because it has failed to identify those members of staff requiring evidence of their suitability to work with children. Some aspects of the setting's reflective practice have been successful in improving outcomes for children. For example, a sensory room has been created which supports children with special educational needs and/or disabilities. It also provides opportunities for young babies to engage all of their senses and explore new textures.

The manager and Early Years Professional have implemented a new system to monitor children's progress in conjunction with the local authority. However, this has caused some confusion and staff struggle to manage the volume of paperwork required. There is some partnership working with other providers to share information to promote better working relationships. This is particularly effective in the after school facility. While information is shared very well with some parents, it is variable with others. Consequently, learning and care are inconsistent for some children. Staff have contact with the local authority and

work well with other professionals to support children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- devise effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- devise effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

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

| | |
|------------------------------------|------------------------------|
| Unique reference number | EY372052 |
| Local authority | Liverpool |
| Inspection number | 821289 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 156 |
| Number of children on roll | 393 |
| Name of provider | Kelton Day Nursery Committee |
| Date of previous inspection | 30/06/2009 |
| Telephone number | 01517 245 802 |

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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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