

# J.E.Ts

J.E.T's CENTRE, Oxford Road, Waterloo, LIVERPOOL, L22 8QF

## Inspection date

Previous inspection date

14/08/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Staff make the children feel welcome. Their attentive and playful interactions when the children arrive and throughout the day means that children are developing strong bonds. Consequently, they feel secure, which promotes their well-being.
- Toys and equipment are presented invitingly and children have many choices about what they play with. Consequently, the children are motivated to play, explore and test things out.
- The setting works very well with parents, schools and other extended services to ensure that children's unique needs are known and planned for.

### It is not yet good because

- The current arrangements for observing and supervising staff are not yet securely embedded; to support them to gain the skills and understanding they require to ensure that they offer a quality learning experience for all children.
- Children's access to materials, such as paper and paint, requires better organisation, so they can explore them independently on a daily basis.
- Snack times are not used to best effect to support the children to develop their self-help skills.
- Self-evaluation systems do not include a regular review of practice to ensure that all procedures and policies put in place for the safe management of the setting are implemented and maintained in a consistent manner.

## 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 viewed all areas of the premises and the equipment being used by the children. He observed activities in the playroom, dining area and the outside play areas.
- Prior to the inspection, the inspector viewed the setting's self-evaluation document. During the inspection, the inspector viewed children's assessment and planning records. He checked regulatory documentation regarding adults' suitability, children's details, risk assessments and other pertinent safety procedures.
- The inspector held meetings with the nominated individual for the organisation and the manager, who is also the appointed special educational needs coordinator. During the course of the day, he also held discussions with several members of staff.
- The inspector undertook a shared observation of an adult-led activity in the garden with the manager.

## Inspector

Frank Kelly

## **Full Report**

### **Information about the setting**

J.E.Ts was originally registered in 2002 and was registered again in 2013 to reflect a change in legal status to a company. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nominated individual for the company, the manager and the staff remain the same. It operates from a self-contained single storey premises, which is situated in Waterloo near Liverpool. There are enclosed areas for outdoor play.

The setting operates a variety of services between 7.45am and 6pm during term times and is open each week day. The services include before and after school provision before 9am and after 3.15pm. Between the times of 9am and 3.15pm, it operates nursery and wrap around care for children aged between two and five years. The setting provides holiday club provision between 8am and 6pm during most school holiday periods with the exception of bank holidays and two weeks at Christmas. There are currently 131 children on roll, 34 of whom are in the early years age range. The setting provides funded early education for three- and four-year-old children.

The setting employs 18 members of childcare staff. Of these, 10 hold appropriate early years qualifications. Two members of staff hold an early years degree, one of whom has also achieved Early Years Professional Status. One member of staff holds an appropriate qualification at level 4 and five hold relevant qualifications at level 3. Two members of staff hold qualifications at level 2 and eight members of staff, including three on apprenticeships are working towards a qualification. One member of staff is working towards an additional qualification.

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

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

- improve the ways the training and development needs of all staff are identified, so that they are supported to gain the skills and understanding they require to ensure that they offer a quality learning experience for all children. Increase the frequency and use the arrangements in place for supervision to foster such a culture of support and as a way to identify solutions and monitor progress.

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

- revise the arrangements for children's independent access to resources and media, such as paint; to allow them to express their creativity, thoughts and feelings through their representations on a daily basis
- revise the arrangements for snack times to allow children more opportunities to use tools and develop their coordination and self-help skills. Consider involving them more fully with the preparation, by allowing them to pour their own drinks and providing choices about when and how much they would like to eat
- revise the ways self-evaluation is undertaken to enable regular monitoring and evaluation of the provision to ensure that the procedures in place are implemented and maintained in a consistent manner. For example, the ways documentation and records are organised and retained.

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

The setting provides playrooms that are pleasantly presented and inviting to young children. Low-level storage encourages children to be curious and explore the toys and equipment available to them. Displays of the children's creative work and photographs of them involved in activities fosters their sense of belonging and promotes their self-esteem. The range of toys and resources available contributes to supporting the learning programme. This has sufficient breadth to allow children to experience aspects of each of the seven areas of learning on a daily basis. For example, the role play areas are enhanced to link with seasonal interests and the recent experiences of the children, such as the creation of a 'Travel agent's shop'. This allows children to develop their understanding of their world and provides practical and meaningful ways to be involved in imaginary and social play. It also supports children to practise their early writing for a purpose. However, there are some inconsistencies in the way the resources are organised, which limits their availability each and everyday. For example, there is an easel set out in

the creative area but it has no paint in the paint pots, brushes or paper for the children to select and use independently. This is limiting the children's opportunities to spontaneously paint and create their own pictures to freely represent their own ideas. It is acknowledged that there are some creative materials provided in the outdoor area. For example, a flattened cardboard box, which children enjoyed decorating with materials, such as glue and glitter, as part of a group activity.

When the children start, key information about their likes, interests and needs are sought to act as a base for staff to use to help them settle. During the initial weeks of attendance, staff observe and assess what the children can do. They use guidance documents from the early years team to identify if the children are operating within, above or below the expected developmental stages. From these early observations an initial assessment is created to provide a starting point for future planning that supports children's individual next steps for learning. Evaluations of children's progress are shared with parents throughout the year and parents are actively encouraged to add their comments to such records. For those children attending the local school nursery, the staff have met with the children's teachers. Information has been shared, which staff have used to plan activities that complement and reinforce some of the learning taking place at school.

Staff have a sound understanding of the importance of play and how it acts as a vehicle for children's ongoing learning and development. Activity planning is undertaken to allow staff to provide some focussed activities to help each child develop and practise their skills. For example, to enhance children's numeracy and counting skills by including board games with ladders and snakes that allow for counting and number recognition. However, staff are less adept at reshaping tasks and using events as they occur to help children think critically. For example, before children mix water and sand together, staff do not invite them to predict or talk about what they think may happen, nor explore the changes in the materials after they have been mixed. They do not encourage counting the numbers of scoops taken to fill or foster discussions about capacity. Nevertheless, some learning does take place as children are introduced to new or less familiar vocabulary, such as 'mushy', as staff describe the mixture. Opportunities to concentrate and extend children's physical coordination are provided as they use the tools to make their 'pies'. After the activity is concluded, they have fun working together in pairs as they carry bowls of water from the tap to the water tray, so they can wash up the toys and resources. This develops their social interaction and understanding of the need to care for their toys.

The prime areas of learning are promoted with a strong focus on supporting the children's communication and language skills evident. On a daily basis, staff include regular opportunities for children to sing rhymes and songs, listen to stories and to talk as they play. Close partnership working with parents and other relevant local services and agencies, to support children who have an identified language delay, are securely in place. The implementation of the progress check at age is undertaken appropriately and staff demonstrate a sound understanding regarding the relevance of such checks in relation to early intervention strategies.

Posters, labels and numerals throughout the building further support children's emerging learning across the specific areas of learning. Regular access to a range of information and communication technology is in place and children are confident to ask for support when

operating it. For example, four-year-old children ask for help to log on and enquire to adults, 'can I have the one with the planes on it'. Children's records of learning show they use the camera to take pictures of their peers. These experiences and those that encourage children to be cooperative and to concentrate support their next steps in their learning. They also prepare them soundly for the next stages in their life events, such as their readiness for starting full-time education.

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

Staff demonstrate close partnership working with parents and other agencies and services to ensure that children's unique needs are known and attended to. All children have an assigned key person and the information shared during the initial visits is used to help settle children and build relationships. Consequently, children have formed secure relationships with the staff across the staff team. This is reflected in the enthusiastic greetings children offer when staff arrive to start their shift later in the day. This approach is also fostering the children's sense of community. This means that they feel relaxed when there are changes to their daily routines, such as during the school holiday periods when some term time staff are not present. During such times, very few children in the early years age range attend. However, staff have implemented a well-thought out routine to ensure that children are still supported on a daily basis by a dedicated member of staff. Consequently, children remain settled and confident as they go about their play and daily routines.

For those children moving on to school, the staff demonstrate the partnership working with parents and links with local schools, which they have established to support children in their transitions. Prompt action has been taken when unexpected events have occurred, such as children not gaining places at their chosen school. With agreement from parents, staff have visited the children's new school, shared an overview of them and created a passport to share while they still attend the nursery provision. These passports include pictures of the children's new classroom, toys and their new teacher, so that children are supported to become familiar with their new place of learning.

Children's health and well-being are suitably promoted through the use of appropriate daily routines. For example, they learn about hygiene as they are encouraged to wash their hands before eating and after visiting the toilet. This helps to minimise the spread of infection and promotes the children's understanding of contributing to their own well-being. However, other activities are often overly directed, such as the requirement for all children to have snack at the same time. This limits their opportunities to recognise their own needs, such as if they are hungry or thirsty. The current routines for preparing snack also minimise the chances for children to develop their self-help skills further. While the children, who are in the older age range help to prepare the snacks, the children in the early years age range are limited to choosing which plate and cup they want. This reduces the regular chances for children to develop their skills for using tools in a safe way and making decisions about portion size. Nevertheless, children are offered foods that encourage healthy eating habits, such as, breadsticks, slices of fruit and vegetable batons. Projects about healthy eating and exercise are reinforced through impromptu discussions

led by staff about the benefits of foods. Water and regular drinks are available across all rooms and outdoors.

Children are suitably supported to help them understand how to behave appropriately. Staff are calm, polite and respectful. They provide children with reasons about why their behaviour is not appropriate, for example, when running around or pushing the other children as they play in a large cardboard box. On some occasions during play activities, staff help children to think about their safety. For instance, when they are placing their pretend pies into the play oven, staff remind the children to take care as the oven is 'hot'. This helps children make connections in their understanding linked to their experiences and understanding of the world.

The setting has a suitable range of posters, books and other resources that reflect the wider diversity of the world today. Activities linked to the celebrations and customs of cultures, such as, Chinese New Year, Christmas and Diwali, help children explore their awareness of their own beliefs and customs and those of other people. This creates an inclusive environment and helps children to develop positive attitudes to difference.

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

The setting meets the requirements of the revised Early Years Foundation Stage, mostly, securely. Safeguarding procedures in relation to child protection are followed well. The named persons' responsible for coordinating any child protection concerns demonstrate very well the steps they implement to meet the requirements of the Local Safeguarding Children Board. All staff have undertaken relevant training and managers 'quiz' new staff as part of the induction to ensure they are familiar with the procedures. Consequently, the staff demonstrate a clear understanding of the categories and potential signs and indicators of child abuse. They know the procedures to follow and what they should do should they have concerns about the welfare or safety of a child.

Recruitment and selection follows the recommended guidance and ensures that adults have the suitable character and qualifications for their post of working with young children. Regulatory records, in the main, are retained as required. However, there is some confusion about the location of some records, which compromises the overall effectiveness of the system. For example, the details for one member of staff to demonstrate their completion of their Disclosure and Barring Service checks were not available at inspection. The provider could, however, demonstrate that a check had been requested and confirmation of its completion was received by the organisation that completes the checks on behalf of the setting. The member of staff was not present on the day of the inspection and the provider could demonstrate that they had not been left unaccompanied with any of the children. This inconsistency in the way records are retained demonstrates that monitoring systems and self-evaluation lack sufficient rigour to ensure that procedures put in place are implemented consistently and maintained on an ongoing basis.

Systems are in place for annual appraisal and the supervision of staff to support and extend the development of staff. These include ensuring staff maintain and undertake updated core training, such as first aid. However, the focus by the senior managers to observe staff and identify gaps in their skills relating to the quality of the teaching is still in its infancy. This is reflected in the different ways staff engage children's learning, such as the way they engage children's thinking during adult-led activities. Other aspects of the management team's monitoring of the curriculum and the assessments for children's learning are more fully embedded and are reflected in the secure assessments in place for them.

The setting is suitably clean, safe and secure. Risk assessment is in place and staff take care to check that the premises and equipment remains suitable throughout the day. The setting has the required safety features, such as fire prevention equipment and detection systems. These are serviced as required, along with portable electrical equipment. The management team demonstrate a commitment to improvement, for example, the outdoor play space is an ongoing project. Improvements to date include new fencing, which has created a safer and larger play space that allows the children to run around and play team games, such as football. The smaller nursery garden has had a mini-shelter and seats fitted, digging and planting areas created and numerals painted on the ground to enhance the learning environment. The food preparation and hazard analysis procedures undertaken in the kitchen fully comply with the environmental health officer's requirements and the setting recently gained a five star rating from the local council.

The nominated person for the organisation and the day to day manager communicate a desire to improve the quality of the service. Self-evaluation is undertaken and the support and guidance of the local early years team is acted upon. The views of parents are being sought and suggestions, such as the types of snacks, provided are responded to. The range of qualified staff and their deployment means that the requirements of the Statutory framework for the Early Years Foundation Stage are met. The range of qualifications and experience within the staff team provides a secure base to continue with the development of the learning programme and make continuous improvement in the quality of the service overall.

Partnership working with parents is effective and actively encouraged through a range of ways. Policies and procedures are made available and displays and printed information about the learning programme is available throughout the setting. Staff share information on a daily basis and parents are reassured when they ring to check that their child is settled. Information about the children's learning is shared through updates and parents' evenings. The setting has good procedures for contacting and working in partnership with other services to put in place effective support for children with a specific need. This is effectively supporting children, so they are not being disadvantaged and are given support to make good progress given their individual starting points.

### **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>	EY451817
<b>Local authority</b>	Sefton
<b>Inspection number</b>	905922
<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>	70
<b>Number of children on roll</b>	131
<b>Name of provider</b>	J.E.Ts Centre
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 928 4991

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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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