

Childsplay of Liverpool Ltd

92 Heathfield Road, Wavertree, LIVERPOOL, L15 9HA

Inspection date

07/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children's dietary needs are very well-met. This is because the cook uses fresh ingredients to prepare a varied range of meals and snacks. Children enjoy healthy cooked lunches with a good balance of nutritious food.
- Children enjoy positive and warm relationships with staff. Each child has a key person who understands their unique needs and is kind and caring, which helps them feel secure. As a result, children settle well to activities on arrival.
- The development of mathematical skills are a strong focus and children soon start to show a good awareness of numbers and shape. Staff provide opportunity for older children to apply their mathematical skills to practical purposes.
- Relationships between parents and staff are strong. Parents are pleased with the care their children receive and the progress they make.

It is not yet outstanding because

- Occasionally, when time and activities are not as highly effectively planned as all the others, some children become disengaged and minor squabbles occur.
- There is scope to develop more opportunities for children to learn about their local community and its features, so that they are able to talk with the highest levels of confidence about similarities and differences in relation to where they live and other places in the world.

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.

Inspection activities

- The inspector observed activities in the nursery rooms and in the outdoor area.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and self-identified development plan.
- The inspector spoke with the registered person, manager, individual staff and children at appropriate times throughout the observations.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted two joint observations with a staff member who has Early Years Professional Status.

Inspector

Lynne Naylor

Full Report

Information about the setting

Childsplay of Liverpool Ltd was registered in 2013 on the Early Years Register. It was founded in 1988 and is situated in a detached premises in the Wavertree area of Liverpool. It is managed by Childsplay of Liverpool Ltd. The nursery serves the local area and is accessible to all children. It operates from five rooms on two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, 13 members of childcare staff at level 3 and one at level 2. Three of the staff hold appropriate early years qualifications at level 6, of whom one has Early Years Professional Status. The nursery opens Monday to Friday from 7.30am to 6pm, all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 87 children attending who are within 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.

What the setting needs to do to improve further

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

- ensure staff are always clear about what it is that they want children to learn, so daily routines and planned activities are well-resourced and enable all children to stay engaged and have their already good social skills consistently promoted

- improve children's ability to understand the world and how environments vary, for example, by considering ways for them to learn about the features of their local community.

Inspection judgements

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

When children start nursery, staff work closely with their parents to identify what they already know and can do. Where gaps in children's learning are identified, staff at the nursery help to close that gap. They regularly observe children as they play, assess their abilities and effectively plan to help them take their next learning steps. They work very well with parents and other professionals to ensure that children receive the support they need and make good progress over time. Children who speak English as an additional language receive appropriate support, for example, through the use of pictures and signs

and by staff using key words in their home language. As a result, children are generally working comfortably within the typical range of development expected for their age.

Staff regularly share with parents what they know about children's learning and development, verbally and through regular written summaries. Parents are being encouraged, with increasing success, to provide information about their children's learning at home. Staff keep aware of children's rapidly changing interests, which helps them purposefully plan new activities that interest children. These are well-linked and effectively promote children's learning. For example, a child talking about a visit to the 'Yellow Submarine' in Liverpool led to a range of themed learning. For example, children refined their construction skills as they built a model representation of the submarine. Their painted pictures of submarines displayed on the walls, demonstrate their growing artistic ability. They improve their vocal ability as they confidently sing the lyrics to the song they have learnt about a yellow submarine. All these experiences also increase their awareness of their local culture.

Staff purposefully encourage children's communication and language skills and effectively promote their physical, personal, social and emotional development. Children's good progress in these three areas ensures that they have the key skills needed for the next steps in their learning, such as moving on to school. Children take a keen interest in books. Staff sit closely with babies who listen carefully to the crinkly sound made as they handle interactive cloth books. Toddlers make themselves comfortable on cushions or on well-sized benches and choose to look at books, turning pages appropriately. Teaching is generally good, even though, occasionally the purpose of group activities is not clear and some children disengage. Older children listen to stories and frequently sing songs and rhymes to encourage their communication and language. Events, such as working with a visiting storyteller successfully sparks children's interest in literacy. Supported by the professional actor, children grow in imagination as they act out the stories he tells, which also boosts their self-esteem and confidence.

From the baby room upwards, staff role model counting and include reference to mathematics in all aspects of play and routines. As a result, toddlers take a keen interest in jigsaws, which demonstrates their growing awareness of shape and space. They use appropriate language, such as 'big' to describe a leaf they have found in the garden. Older children count how many children are sat at their lunch table so they know how many plates they need. Children enjoy painting, writing and drawing, which effectively promote their early writing skills and their creativity. Babies enjoy moving their fingers through breakfast cereals and jelly. Babies have good access to manufactured toys and natural items. They investigate what they find, which helps them learn about their world. For example, they explore technology as they push buttons on toys to activate sounds and lights. Older children program floor robots and play simple games on the laptop computer. Children enjoy simple experiences, which relate to their own culture and are beginning to raise their awareness of the culture of others. For example, they learn about Rosh Hashanah as they taste apples dipped in honey. Two-year-old children are supported to investigate the natural world. They look closely at what they find in the garden, such as a woodlouse. They talk about autumn as they collect fallen leaves, which they take indoors and investigate further as they glue them on to paper. However, children have fewer

opportunities to learn about their local community and its features. This lessens their ability to talk with high levels of confidence about how environments vary from one place to another.

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

Children settle easily in this welcoming nursery. This is because each child has a named staff member who works closely with their parents to develop a good understanding of their unique needs. Children form secure emotional attachments with their key person who works closely with them. They receive praise for achievements and positive behaviour, which promotes their self-esteem. They confidently make it known if they are upset or concerned, which demonstrates their developing understanding of acceptable behaviour. However, in the two-year-olds' room and the three-year-olds' room at lunchtime, some children struggle to behave well because they have to wait too long without a focus during the preparation and serving. As a result, some minor squabbles occur unnecessarily.

Babies sleep comfortably in cots or on beds at times appropriate to their needs. Staff are aware of each child's individual health or dietary needs and meet them well. Bottles of milk formula are made fresh when required. Nutritious meals are cooked on the premises from fresh ingredients. Menus are regularly reviewed and changed based on parents' views, which are actively sought, and on nutritional information received. For instance, the nursery provider and cook revised the menu following attendance at food and nutrition training, where they learnt about portion sizes and nutritional foods for babies and young children. Children regularly talk about the health benefits of different foods, which supports their understanding of healthy eating.

The baby room is spacious and well-organised, which gives babies ample space to roll, crawl, pull themselves up to stand at low-level furniture and practise walking. Children in all age groups move freely around their rooms and access a broad range of experiences that develop their growing independence and physical ability. They improve their coordination and balance as they move to music during sessions led by a visiting dance teacher. Yoga sessions led by staff also develop their physical ability. Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. At regular intervals, children are taken outside to play. They demonstrate increasing balance as they walk along a log and manoeuvre wheeled vehicles around the garden. Children are also taken to bathrooms at regular intervals where they manage their personal needs increasingly well, relative to their ages. Children develop a good understanding of risks and how to manage them. They listen to safety messages from knowledgeable visitors, such as police officers. They look inside the police van, explore the 'holding cell' and press the siren. Their role play is enhanced by this experience. Similarly, children learn about health routines, from interesting visitors. For example, some parents talk to children about their professional role as dentists and expertly explain how to care for teeth.

Children continue to feel safe and secure as they move up from one room to the next. This is because they visit the next room with their key person as many times as they need in order to settle well. The transition is discussed thoroughly with parents and the new key

person has a written assessment of the child's prior skills, knowledge and understanding. Therefore, children's good progress continues. Similarly, children are well-supported by staff to move on to other settings and to school and are, therefore, well-prepared for the next stage in their learning.

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

The management team and staff have a good awareness of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Closed circuit television at the entrances and in each playroom is monitored by senior staff and a finger print system is used to gain entry to children's areas. These, with written risk assessments, which are regularly reviewed and followed, help staff to keep the nursery suitable and safe for children. Robust recruitment and vetting, followed by in-depth induction, check staff's suitability to work with children. Arrangements for safeguarding children within the nursery and through work with outside agencies are good. All staff have a clear awareness of child protection and there is always a named member of staff, on site, to support them. This is because priority has been given to training all the management team to a higher level in safeguarding. Posters are displayed as reminders about what to do if worried a child is being abused.

The management team have a strong drive and ability to build on their good practice. They seek and make good use of staff, parent and children's views to effectively identify areas for improvement. On return from training, staff share what they have learnt with other staff in order to benefit the team. An Early Years Professional is employed whose role is steadily developing. She increasingly uses her skills and knowledge to monitor the educational programmes, review and change practice across the whole nursery, in order to consistently deliver the best practice. Checks are more regularly being made to oversee the assessment and planning in each room to ensure that they are fully effective for each child. There is a self-identified management plan to enhance the way they monitor staff performance and the effectiveness of teaching. Staff effectively support children to make good progress in their learning and development. Children freely choose activities from a wide range of accessible toys and books. In addition, each week, a key person individually plans activities for each child based on their good knowledge of the child's abilities.

Partnerships with parents strongly contribute to meeting children's needs and securing the support they need. Those parents, who expressed a view at the inspection, speak very positively about the way staff care about their children. Parents of babies particularly like the daily diaries, which they feel gives them a good account of their children's day. They also appreciate the regular summary reports of their child's progress when they move up to the next room. Parents have access to a wealth of information about the nursery in an information pack, on the website, on notice boards and in newsletters. The nursery has been in temporary accommodation for 15 weeks and has recently returned to this building following major refurbishment. During this time, the management team developed beneficial links with the school in which they were temporarily accommodated. These links are being strengthened to support children's learning in all areas including easing children's transitions to school.

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	EY462270
Local authority	Liverpool
Inspection number	916554
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	88
Number of children on roll	87
Name of provider	Childsplay of Liverpool Limited
Date of previous inspection	not applicable
Telephone number	01517372174

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

