

Ellergreen Out Of School & Community Creche

Ellergreen Road, LIVERPOOL, Merseyside, L11 2RY

Inspection date	27/08/2013
Previous inspection date	28/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 safeguarding policy does not reflect the legal requirements well enough, in the event of an allegation being made against a member of staff. As a result, staff do not have sufficient understanding of the procedures to follow.
- Required documentation to reflect the suitability of all staff was unavailable; and the setting have failed to notify Ofsted of changes to individuals on the committee.
- The setting has not developed sufficient links with parents and other early year's providers, to ensure everyone involved in the care of the child, is fully informed about progress and the continuity of children's care and learning is complemented fully.
- Lack of sufficient understanding in using information obtained from observations, means that staff are not effective in planning the next steps in learning to ensure that all children make sufficient progress.
- Self-evaluation is weak and it does not take into account the views of others and the lack of effective supervision and monitoring of practice, including staff deployment, has an impact on the quality of the practice.

It has the following strengths

- Children access a range of resources which are developmentally appropriate to their stage of development across both the indoor and outdoor area.

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 their experiences in the outdoor area.
- The inspector spoke with a representative from the committee and with staff at appropriate times. She undertook a joint observation with the deputy manager.
- The inspector looked at children's records, planning and assessment documentation, and a sample of other records, policies and procedures; these included the safeguarding policy and procedures.
- The inspector took account of the views of children, parents and carers spoken to on the day of the inspection.

Inspector

Hilary Boyd

Full Report

Information about the setting

Ellergreen Out of School & Community Creche was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is committee run and operates from the Ellergreen Community Centre situated in Norris Green, an area of Liverpool. It provides a creche, out of school and holiday care. Children have access to a creche room, out of schools room and main hall for their care and play experiences and also have access to other areas within the community centre. There is an enclosed outdoor play area.

The setting employs nine staff to work with the children. Of these, seven hold relevant child care qualification. The creche facility operates from Monday to Friday from 8am to 5.30pm, all year round. The out of school club operates from Monday to Friday term time only from 3pm to 6pm and during the holidays from 8am to 5.30pm, all year round. There are currently 43 children attending, of these 14 are within the early years age group. The setting supports children with English as an additional language.

What the setting needs to do to improve further

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

- review the safeguarding policy and procedures to ensure it reflects the action to be taken in the event of an allegation being made against a member of staff, and provide training for all staff to ensure they have up to date knowledge and understanding in the procedures to follow, should any safeguarding issues arise
- improve planning further so that information gathered from observations are implemented through planned, purposeful play, for each child in all the areas of learning and development
- develop appropriate arrangements for the effective supervision of all staff including the manager. Use these to ensure that staff are fully supported in their roles and responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage
- develop a regular two-way flow of information with parents and other providers, to ensure parents can extend their children's learning at home; and to ensure that the provider complements the learning, when children attend another provider
- develop the self-evaluation process, to include the views of the committee, staff, children and parents, so that there is a thorough system for identifying areas of improvement, including the effective monitoring in carrying these out
- ensure that a Disclosure and Barring Service check has been carried out in respect of any adults who works directly with the children
- ensure appropriate records of suitability and vetting processes, such as references, are completed on any adults who work directly with the children
- ensure that all staff, including the members of the committee, have a clear understanding of their roles and responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage

Inspection judgements

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

Children are, generally, working comfortably within their typical range of development expected for their age. However, children's progress is not good enough. Staff observe

children on a regular basis, but their assessment of starting points and ongoing progress is not sufficiently recorded or demonstrated through discussion. Staff use the information gathered from the focused observations to plan next steps in their learning. However, these are not sufficiently implemented to ensure that purposeful planning is carried out to meet the individual needs, interests and learning styles of the children who attend. As a result, staff do not consistently carry out personalised planning to ensure that all children are sufficiently challenged or supported to meet the identified next steps in their learning. Consequently, the majority of children learn and develop haphazardly through their interactions with each other, the staff and the environment.

Individual development files are in place, and these reflect the activities that children participate in, during their time at the setting. These contain evidence, such as tracking documents, observations and a small range of children's artwork, including pieces of early writing. Parents are encouraged to look at their children's file at any time and the completed 'progress check at age two' has been shared with parents. An 'all about me' booklet has been introduced to gather information from parents, prior to children starting at the setting. This contains minimal information about the child's interests and preferred choice of resources. The setting uses communication books to record the youngest children's participation in play activities on a daily basis. These are taken home daily, where some parents add their contributions. However, these are not used effectively with all parents to enable them to contribute information about their child's development. Although informal discussions are held with parents on a daily basis, and they are allowed to see their child's file and assessments at any time, the quality of information exchanged is inconsistent. This means that some parents are better informed than others about how their children are progressing while at the setting.

The youngest children have good access to a range of developmentally-appropriate resources. They are given opportunities to explore their senses through a range of treasure baskets and sensory materials, such as shredded paper, musical instruments and collage materials. Children have daily opportunities to be physically active outdoors in the well resourced and stimulating environment. Staff foster children's speaking and listening skills, as they repeat words and use short sentences to support attention and listening skills. They sing with the youngest children and support their involvement through hand gestures and their use of different voice sounds.

The oldest children who attend the holiday club facilities, enjoy their time at the setting. They initiate their own play experiences and staff respond to their requests for additional resources. For example, children's involvement in parachute games was the result of individual requests to staff. They show eagerness to share their experiences with visitors and confidently talk about their participation in learning new experiences, such as a new dance routine. They are supported in recalling the required moves as staff help children to record the movements in small booklets. They develop a good range of physical skills as they demonstrate confidence and agility in using the range of resources available in the outdoor area. For example, children confidently use stilts to move around the environment and they carry out somersaults on the beams supporting the wooden bridge.

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

Information about children's personal care routines are obtained from parents when they start at the setting. This information is sometimes used to support the individual care routines of the youngest children. Although, a key person system is in place to support the youngest children, the ineffective deployment of staff across the setting means that it is not embedded in practice. For example, children's individual care routines are not consistently supported by the child's allocated key person because they are supporting children in another room during holiday periods. As a result, care practices are variable and do not consistently support all children's emotional well-being.

The setting use themes to promote children's learning and development. They are raising children's awareness of healthy living through a number of adult-led activities based around a theme on healthy living. For example, children participate in food tasting activities to explore the taste and textures of different foods. A range of healthy options, such as fruit, is provided at snack, and fresh drinking water is available using water tumblers provided by the setting. Parents provide a packed lunch and the setting provides parents with some information about suitable healthy choices.

Children can make independent choices of what resources they want to use across the areas of continuous provision set out in the indoor environment. The range of accessible resources available sufficiently covers the seven areas of learning and development. Staff act as sufficient role models as they promote positive behaviour and support children in considering the needs of others. They praise children at appropriate times and, as a result, children are beginning to develop appropriate levels of self-esteem and self-confidence. Children who access the holiday provision are aware of the ground rules, which are reviewed regularly. Older children are involved in this review and they are encouraged to add further suggestions. This promotes their awareness and understanding of appropriate behaviour towards each other. Children play cooperatively in both small and large groups as they interact with each other and the staff as required.

Children make good progress in their physical development. All children appear to be enthusiastic when outdoors. They access a range of play apparatus outdoors, which supports their development of physical skills. The youngest children demonstrate their growing confidence in climbing, running, pushing and pulling the range of resources. All children enjoy participating in movement sessions as they stretch, and move their bodies in different positions, following guidance and support from the staff. Older children are currently involved in developing dance routines, which they are eager to discuss and share with others. They are provided with opportunities to discover elements of the environment and their local community as staff invite representatives from the community police and others to carry out visits to the setting. This raises children's understanding of the lives of others in their local area and promotes their awareness of keeping themselves safe.

Although some children attend other early years providers, there are no effective systems in place to ensure children's care and learning is fully complemented. They have not given any considerations to the benefits of sharing observations or summaries of learning and development with others. As a result, children's learning is not complemented. The

nursery is supportive of children who have English as an additional language. They work in partnership with parents and others, as appropriate, to support language development and they have previously worked with a speech therapist in supporting communication skills for individual children. However, all parents are not always fully informed about how they can support and extend their children's learning at home to ensure they make good progress.

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

The inspection took place following notification by the provider that an alleged child protection concern had occurred. The inspection found that the concern had escalated to the procedures to follow in the event of an allegation being made against a member of staff. Upon guidance from the Local Safeguarding Children Board, the setting then followed the appropriate safeguarding procedures, and the committee have carried out the necessary actions as advised by the relevant professionals, while an investigation is carried out. In addition, all staff have looked at the contents of the safeguarding policy in order to re-brief them in how to identify and report signs of possible abuse and neglect at the earliest opportunity. Appropriate contact details for the relevant organisations, including flowcharts to reflect child protection procedures, are displayed across the setting. The safeguarding policy includes reference to what happens in the event of an allegation being made against a member of staff. However, it does not clearly state the procedures set out by the Local Safeguarding Children Board. In addition, the committee members, staff and designated officers are not secure in their knowledge and understanding of the safeguarding procedures to follow if these concerns arise. As a result, they are unable to carry out the correct procedures should an allegation be made. The setting was also unable to locate all records to ensure that everyone caring for, or in contact with children, have the suitable disclosure and barring checks in place. In addition, there is no information to confirm how the setting ensures the appropriate recruitment and vetting processes have been carried out. As a result, children's safety is compromised.

The committee's lack of understanding of their role and responsibility in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage means that there are breaches to legal requirements on both registers. For example, they have failed to keep Ofsted informed of any changes to the individuals on the committee, which means children's safety is compromised. The introduction of formal procedures is currently in development. For example, formal inductions have recently been implemented; however, these are not yet fully embedded in practice. Appraisals of staff have been carried out in the past. However, the committee has not yet put into place, consistent arrangements to provide support and coaching for all staff. As a result, both staff and committee members do not have a clear understanding of their roles and responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage

Managers and staff receive regular support and guidance from the local authority early years advisor. They welcome this support and, although, they have made changes to the

way they observe, assess and record children's learning; insufficient monitoring arrangements are not carried out by the management team. The introduction of different documentation to support the delivery of the learning and development requirements are not fully understood and consistently carried out by staff. As a result, children are not adequately supported and challenged to extend their learning.

Staff meet as a team on different occasions to improve their knowledge, understanding and practice. They have addressed some of the recommendations made at the last inspection. Increasing use is made of the outdoor area and experiences to explore natural resources to promote children's development have been implemented. The introduction of daily risk assessments means that potential hazards are minimised. The manager has previously completed the Ofsted self-evaluation form. The evaluation of practice does not effectively take into account the views of the committee, staff, parents and children. Although, parents have been requested to complete questionnaires reflecting on the practice in the past, these are not successful in obtaining sufficient information. There are no action plans in place to demonstrate how staff are planning to drive forward improvements to raise the overall quality of the setting. As a result, identification of strengths and areas for development are not sufficiently in place to reflect the needs of the setting and to improve the service for children.

Links with parents, and other providers involved in supporting children's care and education do not sufficiently ensure that individual care and learning needs are identified, shared and supported. As a result, children who attend more than one setting are not supported effectively. Parents are given opportunities to discuss their children's development through daily informal discussions and communication books. They are allowed to look through their children's files at any time, however there are no systems in place that encourage parents to contribute towards their children's progress, including how they can extend learning at home.

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:

- ensure that any person caring for, or in regular contact with children is suitable and a Disclosure and Barring Service check has been carried out in respect of that person (compulsory part of the Childcare Register).
- ensure that Ofsted are informed of any changes to the individual members of the governing body (compulsory part of the Childcare Register)

- ensure that any person caring for, or in regular contact with children is suitable and a Disclosure and Barring Service check has been carried out in respect of that person (voluntary part of the Childcare Register)
- ensure that Ofsted are informed of any changes to the individual members of the governing body (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	322450
Local authority	Liverpool
Inspection number	933723
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	43
Name of provider	Norris Green Community Health Forum Committee
Date of previous inspection	28/10/2009
Telephone number	0151 233 4597

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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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