

Litherland Youth and Community Centre

41 Sefton Road, Litherland, LIVERPOOL, L21 9HD

Inspection date

Previous inspection date

07/11/2013

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

- Staff have a good understanding of how children learn through play. Good use of daily routines actively encourages the development of the children's prime areas of learning. Projects and discussions about topics, such as recycling, extend children's awareness of their world and encourage them to be confident to express their thoughts and views and listen to those of others.
- Effective management means that staff have a good understanding of their roles and responsibilities. They work well together as a team and implement procedures efficiently. Consequently, the children are protected well during their transfers to the setting and kept safe and secure in this well-organised setting.
- Partnership with parents and other providers, such as schools, are strong. Consequently, the children's unique needs are clearly known and met very well.

It is not yet outstanding because

- Opportunities for extending the children's already very good early writing skills have not been fully explored, such as when they are playing in role play situations.
- The ways the staff support the children to extend their understanding of good health have not been fully embedded across all daily practice.

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 activities in the two ground floor playrooms, the main hall, the outside play areas and an adult-led project in the main room on the first floor. He viewed the premises throughout and the equipment being used.

The inspector viewed the club's self-evaluation form, children's assessment and planning records, regulatory documentation regarding adults' qualifications and suitability, and regulatory children's details. He discussed the procedures for safeguarding children and viewed the risk assessments and other safety documentation.
- The inspector held an informal joint observation with one of the members of staff. He used discussion about the children's planning and assessment records to explore the interviewees' understanding of the learning taking place.
- During the inspection, the inspector interacted with children and spoke to several parents.
- The inspector held meetings with the setting's manager and held discussions with some of the members of staff present.

Inspector

Frank Kelly

Full report

Information about the setting

Litherland Youth and Community Centre out of school club opened in 2001 and was re-registered to be run by a limited company in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The manager and staff have remained the same. It operates from a purpose-built building in the Litherland area of Liverpool. The setting serves the immediate locality and also the surrounding areas. Children are cared for in six rooms over two floors and have access to an enclosed outdoor play area. There is also two separate enclosed all-weather sports cages for team games.

The setting opens Monday to Friday for 48 weeks a year, from 3pm to 5.45pm during term time and from 8.30am to 5.45pm during school holidays. Children attend for a variety of sessions. There are currently two children on roll in the early years age range. There are currently six staff working directly with the children. Of these, one holds a qualification at level 4, two hold level 3, and three hold level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- refine the organisation of, and children's access to, writing and mark-making materials, for example, by adding them to the role play areas so as to foster children's spontaneous writing in purposeful play situations
- enhance further the good practice already in place to support the children's understanding about their bodies, and the impact a healthy diet and exercise have on their health, for example, by including discussions about the impact on their heart rate following physical activity.

Inspection judgements

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

The setting currently cares for small numbers of children in the early years age range and only operates for short periods of time after school and during the school holidays. However, the managers ensure that the staff appointed as key persons for the early years children have the relevant skills and a good understanding of how children learn. Consequently, staff plan well to support children's enjoyment and ensure their learning is fostered in a relaxed and informal way. Playrooms are organised effectively to be inviting and well stocked. There are a good range of toys, books and other equipment which

provide the children with a breadth of activities that span the seven areas of learning. Therefore, children enjoy fun and interesting play opportunities after a long day at school. Staff engage parents and the school staff to gain information about the children to support their development of a baseline assessment. This allows them to identify the children's unique starting points. There are regular observations undertaken and notes recorded, which are used to monitor the children's progress and plan activities to help children develop further. A summary is made available to parents on a regular basis throughout the year. This supports the staff to build a secure overview of whether the children are showing typical development for their age or if they are ahead or behind in any specific aspects of their development.

Staff use their knowledge of what children like to do and what they can do, to plan activities that interest them and help them practise and consolidate the skills they are gaining while at school. For example, mini-projects about themes, such as 'friendships', provide relaxed opportunities for staff to chat with the children and build relationships with them. The children develop their communication and language as they share in the discussions. They draw pictures of their friends and describe why they like their friends and their favourite colours. As they draw they express their creativity. Staff encourage the children to practise their emerging writing skills in practical ways, such as writing their names and labelling their pictures. Consequently, children are confident and relaxed, they enjoy sitting together and freely draw and write independently in a well-resourced creative area. Role play is thoroughly participated in by many of the children, and as they play they take on diverse roles, such as being a crocodile or a scientist. This play promotes children's imagination and social interactions, as well as providing lots of physical movement. However, staff have overlooked ways to enhance this play further by ensuring that there is access to pencils and other writing tools within this area. This would allow the children to spontaneously write for a purpose as they act out their experiences and ideas. Nevertheless, there is regular access to a range of resources that promote the specific areas of learning. This includes technology, such as computers, and children can build and make models with a range of construction materials.

Posters with welcome messages in a variety of scripts and languages are displayed throughout the setting, and toys and books are reflective of the diversity within today's society, which promotes an inclusive and welcoming environment for all. Staff have high expectations of the children and ensure that the activities aimed at engaging the older children are fully accessible and relevant to the younger children. For example, staff sit with the younger children during a presentation about the recycling of clothes. The close proximity of a familiar and trusted adult encourages them to contribute to the discussions. This means they are learning good social skills as they hold their hand up to share their views. This approach supports the children to develop and adopt the skills and ways to behave when in school, and encourages them to explore their own ideas and experiences. For example, they recognise that old clothes should be disposed of in a clothes bank and that if they were just dropped in the road it would 'not be nice'. They use mathematical language, such as 'lots', 'more' and 'less', and discuss that there are six items. This quality of activity subtly allows children to explore their own thoughts. The activities are informative and prompt children's problem solving and ways to think critically. Consequently, children at this setting are developing a strong sense of community and good early citizenship skills, which fosters the way they think and act in the future.

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

An effectively organised key person system is in place and children's individual needs and care plans are securely established with parents before children start. Strong links with the children's schools have been established and there are secure systems in place for engaging with other services and agencies to support children's unique needs. Visits by the children to the setting before they start form part of the induction. They meet with their key person, which helps to establish a relationship and promotes children's confidence. They have an awareness of where to locate things within the setting and what to expect. This promotes their emotional well-being and supports a quick and positive transition. Warm and friendly staff and lots of playful banter and genuine interest mean that children of all ages enter the setting with enthusiasm and confidence. Consequently, relationships are strong at all levels and children are eager to try things out. Daily routines, such as walking from school to the club, support the children's increasing sense of keeping themselves safe when out and about and crossing the road. Discussions and creative activities form part of several well-planned projects about safety, such as fire safety awareness around Bonfire Night.

Procedures for promoting children's health are followed well, with medication and accident records maintained in an effective and orderly manner. The premises are clean and children learn about hygiene procedures on a daily basis as staff encourage them to wash their hands at appropriate times. Healthy eating displays and projects form part of the activity programme, along with access to drinks and a fruit bowl throughout the session. This encourages children to respond to their own needs and recognise the signs of their bodies, such as hunger and thirst. Meals and snacks are generally based on healthy options, and staff demonstrate an awareness of how they encourage children to develop their tastes of a wider range of foods. For example, they encourage them to add chopped salad vegetables to their wrap-style sandwiches. Daily opportunities to rest and be physically active are provided. There are cosy areas to rest with a book or magazine, and in the sports hall the children can run around and develop their coordination as they play games, such as badminton, and join group games with a silk parachute. However, staff have not fully explored or embedded ways they could extend the children's understanding about how their bodies work. For example, they do not promote discussion following such vigorous activity, about the impact exercise has and how it contributes to their well-being.

Children are very well behaved and polite. This is because staff provide polite and respectful role models. Children contribute to the rules of the setting. Gentle reminders by staff about the impact their unwanted behaviour has on the others present help children to develop and manage their emotions in a polite manner. These good strategies promote the children's developing independence and personal and social development. It helps them gain skills and confidence in ways to interact, negotiate and listen to the views of others.

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

The setting is part of a number of services offered by the registered organisation throughout the day at the premises. Effective timetabling and management ensure that staff have time to organise and arrange the playrooms to ensure that they are welcoming and promote children's safety during the times of operation of the setting. Consequently, safeguarding is strong at this setting. The policies and procedures in place are implemented consistently, which effectively promotes the welfare and well-being of the children. Recruitment and selection of staff is robustly undertaken, and all staff and volunteers have completed a full and relevant vetting procedures, such as a Disclosure and Barring Service Check. References are sought and records of qualifications and experience are retained as part of the process. The policies and procedures for safeguarding and protecting the children fully reflect the requirements of the Local Safeguarding Children Board and the Statutory framework for the Early Years Foundation Stage. An effective induction means the more recent members of staff are fully familiar with who and how to report any concerns they may have. Regular updates through team meetings and electronic learning modules ensure that the team stay up to date.

The premises are well maintained and risk assessment is conducted as a team. For example, the newly erected all-weather sports cages will not be used with the children until all the team have completed a safety walk and contributed their thoughts to the risk assessment. Arrangements for dealing with accidents meet requirements, and the records of such incidents are recorded and shared with parents. A simple but effective system for monitoring accidents has been implemented and is one of the tools used by the management for monitoring the practice and equipment within the setting. This helps to detect any safety issues and promotes the continuing safety and protection of the children. Staff have a range of childcare qualifications and the management ensure the staff are deployed to make the best of the teams differing skills. For example, those staff with experience and higher qualifications take the lead for developing the learning for the younger children. Nevertheless, all staff demonstrate good interpersonal skills with the children, which means that children enjoy their play and time at the setting as they interact with all the staff at different times during each session. A regular programme of appraisal and supervision ensures staff build their vocational and professional knowledge. Close working with local authority services, such as the early years development teams, supports the managers and staff to monitor the effectiveness of the learning and development provision. Staff are happy and work very well as a team, which creates a fun and pleasant place for children to be.

Self-evaluation is undertaken and effective in the ways it plans for future changes and how it seeks the views of children and parents. The management team demonstrate an ability to promote continuous improvement through the engagement of parents and seeking funding from an array of sources. It has a vision for the development of a children's council, building on the ways it currently seeks the views of the children. Information for parents is provided in numerous ways, such as information boards, displays and newsletters. Their views are sought through discussions, meetings and questionnaires. Several parents took the time to share their views with the inspector. All commented on the professionalism yet friendliness of staff and the quality of care they feel their children receive. The setting demonstrates systems for effective partnership working across a wide range of services to ensure that all children's individual needs are acknowledged and steps are taken to support their ongoing inclusion and development.

This supports each child as it meets their needs and prevents them from being disadvantaged.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461707
Local authority	Sefton
Inspection number	917511
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	2
Name of provider	Litherland Youth and Community Centre
Date of previous inspection	not applicable
Telephone number	01519284644

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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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