

# Scope, Liverpool Early Years & the Gap at Walton Children's Centre

Scope, 99 Cavendish Drive, LIVERPOOL, Merseyside, L9 1NB

<b>Inspection date</b>	23/01/2014
Previous inspection date	20/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring staff team ensure that children are exceptionally well-supported in all areas of learning and development.
- Highly effective, teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are extremely well-prepared for their next stage in learning.
- Leadership is outstanding. Robust management systems are in place, based on focussed, in-depth evaluation of staff practice. An astute and well-targeted training programme, means that staff are constantly seeking to improve their already excellent understanding of how to keep children safe.
- Highly effective, respectful partnerships with parents and other professionals, means that children's individual needs are exceptionally well-met.

## **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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding, training and supervision of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure improvement.
- The inspector spoke with the nursery manager, nominated person, individual staff and children at appropriate times throughout the inspection and carried out a joint observation with the nursery manager.

## **Inspector**

Lynnette Kobus

## Full report

### Information about the setting

Scope, Liverpool Early Years & The Gap at Walton Children's Centre was registered in 1995. It is owned and run by a limited company. The nursery operates from nine playrooms within a purpose-built building in the Walton district of Liverpool. It is situated on the ground floor level and is accessible to all. It offers nursery, out of school and holiday care. There is an enclosed area available for outdoor play.

The nursery is open Monday to Friday from 8am to 6pm, for 51 weeks of the year. It is registered on the Early Year Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 95 children on roll in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 22 members of childcare staff. All staff hold appropriate early years qualifications at level 2 to level 6. One member of staff holds Qualified Teacher Status.

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

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

- continue with peer observations of staff practice, to maintain the already high quality teaching so that excellent learning opportunities for children are sustained.

## Inspection judgements

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

Teaching is outstanding. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children thrive and are well-motivated to learn in this extremely high quality nursery. Staff provide an exciting, stimulating and extremely well-organized environment, both indoors and outdoors. This ensures that all children make rapid progress in all areas of learning and development. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are exceptionally well-prepared for school and their next stage of learning.

Staff really value the way children choose to move and provide lots of opportunities for children to be outside in all weathers. Babies engage in varied physical experiences as they bounce, roll, squeeze and throw. Staff support and encourage them to stand and

walk using furniture and toys in their playroom. Older children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, with pencils, paintbrushes, construction kits and computer equipment. As a result, they develop their physical skills. Children develop their knowledge of technology and understand that information can be retrieved from computers. Staff provide an excellent range of resources and there is a sharp focus throughout the nursery to promote all areas of learning and development.

Children develop their communication and language skills as they show interest in familiar sounds. Staff encourage them to repeat familiar words and give opportunities for children to speak and listen in their own language in order to participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. This is because staff use highly effective resources with photographs of parents and people who are familiar. An exceptional range of resources, to support children who have additional needs or English as an additional language, ensures that all children's language and communication, physical and personal social and emotional needs, are extremely well-met. Consequently, children are highly motivated to learn, which means that they consistently display the characteristics of effective learning and make rapid progress relevant to their starting points in nursery.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan learning using the information gathered from parents on entry to the nursery. Each child is assigned a key person to be responsible for their development, routine care practices, and liaison with parents. Every child has an individual profile and a record of learning that is first class. Staff have a wealth of knowledge of every child's needs and future needs. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents chat on a daily basis and during regular parents evenings. They contribute to learning booklets, which are sent home on a regular basis as a communication tool. As a result, excellent relationships are actively contributing to children's learning and progression.

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

Staff support children to feel extremely secure and comfortable with routines and there are superb, close relationships with children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. To help prepare children getting ready for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Parents fully contribute to their child's learning through the 'learning journeys' communication books and easily accessible information sheets for supporting learning at home. Staff plan activities based on information from parents. As a result, excellent relationships are actively contributing to children's learning and progression. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures

that all children form extremely positive and trusting relationships. Children settle exceptionally well, because staff find out good information from parents about their child to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes children help to serve their own meals and choose from a healthy varied menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Staff act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and positively promoting healthy foods. Children are able to manage their own self-care appropriate to their age because staff provide good guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and pre-school children take it in turns to be lunch monitors, which helps them prepare for school.

Staff role model and use positive communication strategies, to help children understand about acceptable behaviour. Behaviour management training is very well-embedded and staff share their good knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is outstanding. Children learn about keeping safe through highly effective teaching strategies. They are encouraged to develop their own risk assessments, using visual aids, such as smiley and sad faces, linked to their own ideas about what is acceptable behaviour. For example, children decided, with staff support that pushing one another would be a risk and therefore, children are gaining deep understanding of the need to keep safe. This ethos is consistent throughout the nursery, resulting in outstanding progress in personal social and emotional development for all children.

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

Safeguarding procedures are outstanding. All staff prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of who the nursery's designated child protection managers are and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor staff performance within the nursery rooms and ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children. All staff have undertaken safeguarding training externally and all staff follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Extensive support and liaison with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have an excellent understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify children who need additional

support, which results in children's needs being met very effectively and relevant professionals contribute extremely well to individual plans for children when needed.

Leadership is outstanding and self-evaluation is well-documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the nursery incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through, high quality systems for professional supervisions, peer observations, staffs' self-appraisals and discussions during meetings with the managers and the early years teacher. The system of evaluation of staff performance through peer observation is robust and fully encourages staffs continued professional development in order to learn through honest and critical reflection. There is scope to continue to enhance this system in order to sustain the excellent progress children make. A wealth of training, has contributed towards the achievements of all children. For example, the 'Every Child a Talker' programme, healthy nutrition training and tracking and monitoring progress. Furthermore, the nursery has excellent relationships with local schools. Teachers visit their prospective children to get to know them. The nursery work closely with the local early years team who provide training and support. Other professional agencies are involved with the nursery.

All staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are extremely well- prepared for their next stage in learning and well-prepared for their transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with special educational needs and/or disabilities. Therefore, all children's needs are exceptionally well-met.

### **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

<b>Unique reference number</b>	322365
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	948044
<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>	102
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Scope
<b>Date of previous inspection</b>	20/11/2012
<b>Telephone number</b>	0151 233 6620

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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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