

# Community Family Services Childcare Centre

Breckfield Centre, Breckfield Road North, Liverpool, L5 4QT

<b>Inspection date</b>	31/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Good teaching strategies are consistently used by all practitioners and as a result, all children are very well motivated to learn and make good progress.
- There are very good partnerships with parents and local schools, as a result, all children are very well prepared for their next stage in learning.
- Practitioners are good role-models. They are kind and sensitive to children's needs resulting in good behaviour among the children.
- The manager has a good understanding of the Early Years Foundation Stage, which means that children's learning needs are met and they are effectively safeguarded.

### It is not yet outstanding because

- There is scope to extend the already good learning outdoors, by enhancing the garden wall area, to further stimulate children's imagination and opportunities to make marks.
- The good systems in place for monitoring children's progress have yet to be fully refined by, for example, tracking the progress of specific groups of children.

## 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 and recruitment of practitioners.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of practitioner's suitability to work with children, the provider's self-evaluation form and the development and action plans in place, to secure continued improvement.
- The inspector spoke with parents, the nursery manager, individual practitioners and children at appropriate times throughout the inspection.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Community Family Services Childcare Centre was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by a company and is based in self-contained rooms within the Breckfield Centre in the Everton Valley district of Liverpool. There is an enclosed area for outdoor play. The nursery employs four members of childcare staff, two of whom hold an appropriate early years qualification at level 3 and one at level 4. The nursery also employs an apprentice who is working towards a level 2 qualification. The nursery opens each weekday from 9am to 6pm, all year round and provides care for children aged two years and over. There are currently 14 children on roll. Children attend for a variety of sessions. The nursery is a member of the National Day Nursery Association. It provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs and/or disabilities.

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

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

- enhance the wall space outdoors, through the use of more natural, open-ended resources, to further stimulate children's imagination and give more opportunities to make marks to further develop early writing skills
- refine tracking systems for monitoring the progress of specific groups of children.

### Inspection judgements

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

Practitioners demonstrate a good understanding of the learning and development requirements and plan teaching activities to cover the prime and specific areas of learning. They set up the learning environment so that toys and resources are within easy reach, on low-level shelving so that children can make choices about their play and help themselves. Practitioners observe the children regularly to see what they can do and any emerging interests. This helps practitioners plan relevant next steps to help promote children's learning and development. Practitioners monitor children's progress to ensure that they are reaching expected levels of development across the seven areas of learning. This helps them to plan appropriate experiences for children and sufficiently assess their progress.

Systems are in place to ensure that children's progress is monitored through the completion of the progress check at age two. Also, children are making good progress in relation to their starting points. Children enjoy a range of activities, which enables them to

learn through planned, purposeful play. Practitioners use appropriate teaching skills to support children's language and communication skills throughout their daily activities and routines. Practitioners understand the importance of communication and language development for young children and are aware of how to support this through making conversations and role modelling good language skills throughout children's play. For example, practitioners encourage children to extend their language and thinking skills, as children enthusiastically observed a beetle with a magnifying glass. Children describe some of the features of the beetle, saying that it is small but could run fast. The children then decide that the beetle would prefer to be outside. This is because practitioners engage and teach children very well, based upon their interests in learning about different types of animals and their habitats. Practitioners encourage children's understanding of number through everyday activities. They sing number songs and rhymes with children and support and guide them, as they find the correct pieces in a large puzzle.

Children become absorbed in their play as they use a range of multi-sensory materials, such as sand, water and malleable materials. Also, practitioners allow them space and time to investigate and experiment with the materials. Children use their imaginations as they enjoy playing with small vehicles, dressing up and 'making tea' in the home corner. However, there is scope to enhance further the outdoor area, by developing the use of the large garden walls, through the use of more natural, open-ended resources, to further stimulate children's imagination and further develop opportunities for early writing skills by making marks. Practitioners keep parents informed on a day-to-day basis, share information about children's progress and promote learning at home, including the skills needed to be ready for the next stage in their learning, including school.

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

Children and parents receive a warm welcome from practitioners and each child has their own key person who helps them to settle. This system helps to strengthen children's confidence and self-esteem. The environment is homely and welcoming and children have regular access to the outdoor play area. Consequently, children have the confidence to explore and investigate their play environment independently. Children's behaviour is good because they know what is expected of them within the nurturing and caring environment of the nursery. They play well with other children. For example, they share, take turns and are considerate of each other. Practitioners listen to and praise children, which promotes their emotional well-being. Positive images are displayed reflecting people from around the world, as well as children's artwork. Consequently, children show a strong sense of belonging at the nursery.

Practitioners effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at meal times children choose from a healthy varied menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and providing a healthy balanced diet. Children are able to manage their own self-care appropriate to their age, because all practitioners provide good guidance and give them

time to complete tasks. As a result, children competently feed themselves and clear away their crockery and cutlery. Practitioners role model positive communication strategies, to help children understand about acceptable behaviour, which means that children's behaviour is very good. This ethos is consistent throughout the nursery, resulting in good progress in personal social and emotional development for all children.

Children have regular opportunities to experience fresh air and exercise and have access to a dedicated play space. The practitioners put good measures in place to keep children safe and secure. For example, children run, jump and climb indoors and outdoors and practitioners explain to the children about the effects of exercise on their bodies. Therefore, children learn about how their bodies respond to physical exercise and nature and start to develop an understanding of healthy lifestyles. Furthermore, practitioners provide balanced meals for children who thoroughly enjoy lunch time and often link learning experiences with healthy messages, such as trying out healthy foods that characters in some of their stories enjoy. Children learn good hygiene routines, such as, washing their hands before having a meal and after using the bathroom. Practitioners help children to learn about road safety and children confidently explain to adults about how to stay safe when riding bikes outdoors. Consequently, children are learning how to keep themselves safe as they play. Children's transition to school and other settings is sensitively organised so that children are emotionally well-prepared to move into the next stage of their learning.

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

Safeguarding procedures are very robust. All practitioners prioritise children's safety and have a very good 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. Practitioners are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. An extensive range of policies, procedures and risk assessments, successfully underpin daily practice and regular reviews are carried out. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Furthermore, the majority of practitioners hold an up-to-date paediatric first aid certificate. As a result, children are fully safeguarded.

Leadership is very good and focused improvement plans are in place to secure continuous improvement. The practitioners share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. They are well-motivated in their continuous professional development and are continually seeking ways to improve. Managers monitor practitioner's performance within the nursery rooms and ensure that they are deployed effectively, according to qualifications and experience with specific age groups of children. As a result, practitioners have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. However, there is scope to enhance the already good systems in place for monitoring children's progress by, for example, further refining tracking progress of specific groups of

children. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support given. The nursery works closely with the local early years team, who provide training and support, which has enabled practitioners to provide a range of strategies to support learning and development for all children. As a result, there is consistent, secure support for children, who make good progress relative to their starting points.

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 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. The nursery works very closely with parents, other nurseries and local schools, which means that children are very well prepared for their next stage in learning, including transition to school. Individual planning for children's development is shared with parents and appropriate professionals, such as speech and language therapists, if required, which means that individual needs of children are 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>	EY467872
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	938839
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Community Family Services Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07793436282

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

