

Pagoda Nursery

Chinese Pagoda Youth & Community Centre, Henry Street, LIVERPOOL, L1 5BU

Inspection date

Previous inspection date

17/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- All staff understand how to keep children in their care safe and know what to do should they have any concerns about children's welfare.
- There are warm, caring interactions from the staff, which ensures that children form secure attachments quickly.
- Strong links with local schools and the community promote positive transitions and gives children a range of different experiences within their surrounding community.

It is not yet good because

- The assessment of children's progress is not always effective because parents are not asked to share what their children can already do when they enrol, as a result, staff do not always identify gaps in their learning and plan appropriate next steps for them.
- Monitoring systems, including self-evaluation processes, are not implemented consistently for managers to identify weaknesses in staff performance, observation, planning and assessments, to ensure staff understand what they need to do to be more effective in teaching and their plans for the future.
- There is no named practitioner who is responsible for behaviour in the setting, which is a legal requirement, in order to best support children's positive behaviour.
- The use of the outdoor environment requires further improvement to enhance children's learning.

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 had a tour of the nursery.
- The inspector observed teaching and learning activities in the playroom and conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held a meeting with the manager and looked at and discussed a sample of policies and procedures.
- The inspector discussed with the provider about the monitoring systems and improvement plan.

Inspector

Kellie Lever

Full report

Information about the setting

Pagoda Nursery was registered in 2011 and is registered on the Early Years Register. It is run by directors of a community interest company and is based in the Chinese Pagoda Youth & Community Centre, situated in Liverpool city centre. Children use one playroom and share access to the main hall. There is an enclosed outdoor play area. The nursery is open Monday to Friday from 8am to 6pm, all year round. There are currently 17 children on roll. The nursery currently employs four staff to work with the children. Of these, two hold appropriate early years qualification at level 3 and two at level 6. The nursery receives support from the local authority and a quality improvement advisor.

What the setting needs to do to improve further

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

- develop the use of ongoing information shared with parents to include what they know about their child's development, in order to identify each child's starting points and more effectively plan to help them make progress
- provide challenging and enjoyable experiences for children in all areas of learning by: using robust observation and assessment of children's learning to identify their next steps and planning for individual children, taking account of their interests and the next steps in their learning
- take action to have a named practitioner who is responsible for behaviour in the setting, to attend necessary training in order to acquire knowledge and skills and to offer advice to other staff and parents on behaviour issues.

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

- develop monitoring systems so that there are thorough systems in place for careful monitoring and analysis of the provision, in order to assess staff performance and identify priorities and plans for improvement
- enhance further the use of the outdoor area and the range of outdoor resources to stimulate children of all ages interest, to enhance their learning further.

Inspection judgements

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

Staff have a suitable knowledge of the seven areas of learning and how children learn. Children engage in active learning as they initiate their own play. Quality resources are organised at a low level, enabling children to make choices about what they would like to do. Children develop their creativity as painting activities are equipped with different types of textures and resources. Children's language is further extended by staff using words, such as 'pat', 'squeeze' and 'press' as young children explore using sponges and paint brushes. The learning environment is suitably organised with a range of resources, such as the mark making area and communication area. All areas and resources are clearly labelled. They provide a bright, welcoming and comfortable environment in which the children can happily engage in play and exploration of a range of age-appropriate resources. However, there is scope to develop the outdoor area further to support children in all areas of learning. Children are confident and enthusiastic learners. This is because the teaching they receive from staff is fun, which motivates them to engage in the range of different experiences available. For example, when playing with a large activity box staff recognise that this is an opportunity to develop children's skills further. The staff encourage the children to open and close the doors. Staff keep children engaged by making the activity exciting. They model how to open and close the door saying 'peek-a-boo'. Children stay focused and show great delight when they achieve what they try to do. This individual attention and support results in the child acquiring a new skill. The children have a real sense of pride as staff give praise, saying 'Well done'. However, children are not always well supported in their learning and development as staff do not always use the observations they make to evaluate what children are learning when they plan the next steps in their learning. Consequently, assessments are not effectively used and it is not possible for staff to accurately monitor the progress that children are making towards the early learning goals. This means that children who are not working at expected stages of development are not easily identifiable to staff. Therefore, these children are not best supported to make good progress.

Parents are not asked to share what they know their children can already do on enrolment. Consequently, there are no effective developmental starting points in place from which staff can begin to plan for children's learning. In addition, parents are not informed about their child's ongoing progression and achievements while at nursery. As a result, they are not provided with the information needed in order to help them to support their children's learning at home and build on what they have recently learnt or achieved. Parents are provided with informal discussions daily. Also, children have their own individual 'home to nursery' book diaries, which staff and parents can use if they wish. However, this is generally used to record food eaten while at the nursery. A multi-lingual member of staff gives extra support and communicates well with parents who speak English as an additional language and she translates the parents' and children's needs to other staff. Parents have a chance to see what activities have been carried out in the nursery through the children's learning journey file. This is updated each month and parents have the opportunity to make their own comments.

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

Welcome signs are displayed around the nursery, showing different languages. This results in the child and their family feeling welcomed and included. Children begin to form warm, responsive relationships with their key person during the flexible settling-in sessions prior to taking up a place. The managers and staff have built up strong links with local schools and their local community. This aids a smooth transition and a sense of belonging as they become familiar with their new surroundings. Children are also involved in school projects, for example, the life cycle of chicks, and become part of the schools hatching programme. They enjoy trips to local theatres and art galleries and take part in local celebrations for Chinese New Year. Children learn about the community around them through discussions and activities. They celebrate some cultural festivals and access some resources reflecting positive images of diversity.

Staff have an appropriate understanding of children's safety as they remind children not to put toys in their mouth. They also use lots of visual cues to ensure that all children understand instructions. Overall, children demonstrate that they feel safe in the nursery and they take appropriate risks, for example, as they climb onto small chairs. Children's behaviour is generally good and the setting follows their behaviour policy and procedure. However, there is no named person that is responsible for behaviour management in the nursery, which is a legal requirement so that a designated person has responsibility for acquiring the knowledge and skills necessary to manage and deal with children's behaviour and is able to advise staff accordingly.

Children have healthy snacks every day and drinks are easily accessible to keep them hydrated. Children have independent access to the bathroom and wash their hands and wipe their faces before and after eating. Consequently, all children are developing good knowledge of hygiene and develop independence skills. A variety of different posters are on display of health eating, different parts of the body and different cultural foods. As a result, children are learning how to adopt a healthy lifestyle. Children are provided with space indoors to move about and be active. However, best use is not made of the outdoor area and the range of outdoor resources requires improvement to stimulate all ages of children's interest, to enhance their learning further.

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

All staff demonstrate a sound understanding of safeguarding procedures and staff have completed appropriate child protection training. Consequently, all staff have an awareness of the procedures to follow if they are concerned about a child. A range of policies and procedures are in place to underpin staff practice and to keep parents informed about the provision. The use of mobile telephones and cameras is carefully restricted to protect children. The arrival of any visitor is suitably monitored. Most staff hold a current first-aid certificate and can take appropriate action in case of an accident. Recruitment and vetting procedures are in place, which is followed by an appropriate induction to check and

monitor staffs' suitability to work with children.

Monitoring systems are not implemented and are not thorough enough. The manager has not met her legal responsibility to ensure there is a named practitioner responsible for behaviour management. In addition, action plans that have been identified are not reviewed and analysed to assess the impact made or monitor staff's performance. This means staff underperformance is not managed appropriately. Therefore, some of the educational programmes lack direction and challenge and not all children are adequately observed, affecting the accuracy of assessments. This means that not all children receive a good quality learning experience while in the nursery's care.

Partnerships with other professionals and external agencies are established, which has allowed the setting to support children's additional needs. As a result, children receive the support and help that they need. Parents with English as an additional language are supported well by multi-lingual staff. Parents are provided with opportunities to communicate further with other staff. However, overall, sharing information with parents is variable and lacks consistency. The manager and staff also works closely with the local authority early years team and the local primary school and local community, to support continuity for children.

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	EY416841
Local authority	Liverpool
Inspection number	796535
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	19
Number of children on roll	17
Name of provider	Liverpool Chinese Community Foundation CIC
Date of previous inspection	not applicable
Telephone number	0151 2338833

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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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