

Five Children's and Families Trust

Sure Start Family Centre, Conleach Road, LIVERPOOL, Merseyside, L24 0TW

Inspection date

10/04/2014

Previous inspection date

12/03/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Teaching strategies are good and help children to develop early language and communication skills and support their physical, personal, social and emotional development. As a result, all children are very well prepared for their next stage in learning.
- Leadership is very good. Robust policies and procedures are in place and implemented by all practitioners. This means that children are kept safe.
- Children are motivated to join in all activities because practitioners have a good understanding of how they learn. Consequently, all children's needs and interests are met.
- Strong, respectful partnerships with parents and other professionals means that there is consistency and continuity in children's learning and development.

It is not yet outstanding because

- There is scope to enhance the learning environment further by reviewing the positioning of the displays so that they are all at the children's level.
- There is room to enrich the outdoor play area for the youngest children through the use of more natural resources, to provide further support for learning opportunities outdoors for babies.

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 scrutinised a range of documentation, including policies and procedures, health and safety systems and risk assessments.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector spoke with the nursery manager, the registered provider, individual practitioners and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers and other professionals spoken to on the day and from written comments.
- The inspector carried out a joint observation with the Early Years Professional.

Inspector

Lynnette Kobus

Full report

Information about the setting

Five Children's and Families Trust was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is run by a limited company and operates from within a children's centre, located in the Speke area of Liverpool. Children have access to three designated areas and a secure outdoor play area. The setting opens Monday to Friday all year round, with the exception of bank holidays. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 93 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and those with special needs and/or disabilities. The setting employs 18 members of childcare staff. All hold appropriate early years qualifications, with one member of staff holding Early Years Professional Status and another holding a qualification at level 6. One member of staff holds a qualification at level 5 and 14 members of staff hold a qualification at level 3. One member of staff holds a qualification at level 2.

What the setting needs to do to improve further

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

- reconsider the positioning of the displays to ensure that children have maximum opportunities to enhance and consolidate their learning even further
- enhance the outdoor play area for the youngest children through the use of more natural resources that further extend learning opportunities outdoors for babies.

Inspection judgements

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

The quality of teaching is good because practitioners have high expectations of all children in the setting. Practitioners ensure that children are effectively supported so that they are prepared for the next stage in their learning and development, such as moving on to school. They are helped to develop the necessary skills which help them embrace new experiences with confidence. For example, pre-school children select their names and self-register, with younger children recognising their photographs and older children reading their own names. Children are interested and keen learners and enjoy a range of resources to support creative development, through painting, designing and role play. Involvement in the Every Child a Talker programme has enhanced practitioner's knowledge of supporting children's communication and language development. As a consequence throughout the setting, children's language and communication is well-promoted as practitioners regularly talk to children about what they are doing, promoting

language and developing self-thinking skills, enabling them to make good progress in their learning.

A wealth of resources to support children who have special educational needs and/or disabilities or English as an additional language ensures that all children's language and communication needs are met. For example, the setting employs a multi-lingual practitioner. Celebrations include a range of festivals, such as Easter, Eid and International Children's Day. Therefore, children are developing an understanding of cultures other than their own. Older children read and write as appropriate for their stage of development and they particularly enjoy making their own story books, supported by practitioners who understand very well the need to follow the children's interests. For example, the children have developed their own story and art work about a wolf and three pigs, following an activity which they enjoyed at a local forest school. Consequently, children are highly motivated to learn, which means that they consistently display the characteristics of effective learning.

Practitioners enthusiastically plan learning using the information gathered from parents on entry to the setting. Every child has an individual profile and a record of learning that identifies children's learning and progress. Parents spoken to on the day of the inspection say that they receive high quality information from the manager and practitioners and have a range of opportunities to contribute towards their children's learning. For example, they enjoy 'stay and play' activities and 'treasure box' items, which children take home to stimulate shared conversations between children and their parents. As a result, excellent partnerships with parents are actively contributing to children's learning and progression.

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

Practitioners support children to feel secure and comfortable with routines and close relationships with their key person. Children fully engage in their activities and experience varied and imaginative learning opportunities, based upon the individual interests of each child. To help prepare children getting ready for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents, that help children to be emotionally prepared for moving on. Parents contribute to their child's learning through the communication books and practitioners plan activities based on information from parents. As a result, positive relationships are actively contributing to children's learning and progression. Children form strong, secure and emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between practitioners and children ensures that all children form positive and trusting relationships. Children settle well because practitioners find out good information from parents about their child, to ensure all children's needs are known and effectively met.

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 practitioners help children to serve their own meals and choose from a healthy varied menu. Children enjoy the meals and 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 positively promoting healthy foods. 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. Furthermore, practitioners have supported children in devising their own risk assessments, which means that children are developing a very good understanding of how to keep themselves and others safe. This ethos is consistent throughout the nursery, resulting in good progress in personal social and emotional development for all children, appropriate for their stage of development. However, this can be even further supported as there is scope to reconsider the use of displays, for example, by putting them at child height, to extend children's sense of achievement and feelings of self-worth.

Practitioners are very good role models and children respond well to gentle reminders about appropriate behaviour. Children are praised when they are polite, which raises their self-esteem and, consequently, they behave well. The indoor learning environment promotes learning very well because of the wealth of resources and calm atmosphere. Children benefit from working in small groups with their key person, which creates further opportunities for individual interests and needs to be met, in a secure, communication friendly environment. Children benefit from their time spent outdoors and this promotes their health and well-being very effectively. However, there is scope to enhance the outdoor play area for the youngest children through the use of more natural resources, to provide further learning opportunities. The garden is secure and organised to make sure children can play safely.

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. For example, a robust complaints policy is fully implemented by all practitioners in an open, transparent environment. Staff ratios are met and staff are deployed effectively, with specific age groups of children according to qualifications and experience. This means that children are constantly supervised to protect their health and safety. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. For example, a comprehensive medicine policy is reviewed and updated regularly, to ensure that it meets current medical guidance, such as the use of sun-screen. Extensive risk assessments for all areas of the building, the outdoor area and resources ensures that children's safety remains paramount. Very robust recruitment and supervision of practitioners ensures that all adults working with children are suitable to do so.

Leadership is very good. Managers monitor practitioners' performance in each room and focused improvement plans are in place to secure continuous improvement. The manager has implemented a training analysis system, focussing upon the impact of training on children's learning and development. This ensures that children's learning and development needs are well met. Very good partnerships between parents, external agencies and other providers are evident and well established. The nursery work closely

with teachers, the on-site children's centre staff and the local early year's team, who helps children to be prepared for their next stage in learning and development.

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. Also, they are provided with a variety of opportunities to support and share information about their children's learning and development at home. Individual planning for children's development is shared with other parents and appropriate professionals, such as speech and language therapists if required. As a result, there is consistent, secure support for children with any identified needs and, therefore, all children's needs are very 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

Unique reference number	EY292874
Local authority	Liverpool
Inspection number	961003
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	74
Number of children on roll	93
Name of provider	Five Children and Families Trust Ltd
Date of previous inspection	12/03/2013
Telephone number	0151 728 4887

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

