

# Out Of This World Day Nursery

Tuebrook Childrens Centre, 61 Lower Breck Road, Liverpool, L6 4BX

## Inspection date

Previous inspection date

11/07/2014

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

- Staff are secure in their knowledge and understanding of safeguarding matters. This means children are well protected and kept free from harm.
- Opportunities for staff to develop professionally are good, which in turn enhances some aspects of children's learning as they start to put into practice what they have learnt.
- The leadership and management team are motivated, professional and focused on improving the nursery.

### It is not yet good because

- The provider is not aware that staff under 17 years old should be supervised at all times.
- Partnership working is not sufficiently established to ensure the learning at nursery, home and other settings children attend is complementary. This is particularly the case for families who speak English as an additional language.
- Staff do not organise group activities for three-year-old children in an appropriate way that encourages essential speaking and listening skills. It affects all children, but particularly those who speak English as an additional language and those with special educational needs and/or disabilities who disengage.
- The overall quality of teaching and practice is variable at times.

## 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 observed activities in the three play areas and both outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the nursery and spoke to other staff and children during the inspection.
- The inspector looked at a sample of children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Lynne Naylor

## Full report

### Information about the setting

Out Of This World Day Nursery opened in 2014 and is managed by Out Of This World Day Nursery Limited. It operates from designated space attached to Tuebrook Children's Centre in Liverpool. The nursery is registered on the Early Years Register. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week from 8am until 6pm, all year round except for bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for across two rooms, which have direct access to their own outdoor areas. One of the rooms has a separated area for babies. There are currently 91 children attending in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 15 staff working directly with the children. Two of the staff have appropriate qualifications at level 4, eight at level 3 and two at level 2. The nursery receives support from the local authority.

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

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

- review staff deployment and ensure all staff are aware that staff under 17 years of age are to be supervised at all times
- establish stronger partnerships with parents and other settings that children attend to gain a fuller picture of children's abilities as part of the ongoing assessment, and ensure all parents are kept well-informed about their child's progress.

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

- raise staff's awareness of how to more effectively support all children's communication and language development, particularly during group times, and by using their home language when needed. For example, consider the guidance within National Strategy documents, such as 'Every Child a Talker: Guidance for Early Language Lead Practitioner'
- improve monitoring arrangements by placing a greater focus on achieving consistency in the quality of teaching and overall practice, so that all children benefit from high standards.

## Inspection judgements

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

Each child has an identified member of staff who begins to assess their abilities when they start nursery and plans activities which help children make sound progress. Staff list the resources they need for their planned activities on the weekly planning sheet. This ensures whoever sets up the room each day knows what is required and children can get on with the planned experience. For some children, information from parents about what their children already know and can do is available and used to ensure activities are suitably challenging. However, this information is not consistently gathered for all children, consequently not all parents contribute to identifying their children's starting points. When children are collected, staff generally talk with parents about what children have been doing during the session. Parents are clearly informed about the planned themed activities and receive suggestions for activities to extend learning at home. For example, parents receive a survey to complete with their child on two dimensional shapes. Some parents send in story books related to themes, such as space and aliens. Parent meetings are being introduced as a useful way for parents to look through their child's learning journal with the key person. These meetings, with other forms of communication, such as newsletters, are beginning to keep some parents well informed. A library service has been introduced with some books in dual languages to support all families to promote reading at home. Staff encourage parents to share information about their family celebrations. These are included in the plans so children become aware of each other's culture. For example, at Chinese New Year, children tasted Chinese foods and enjoyed sensory play with red dough and with red and gold glitter in the water tray. Parents helped to provide Chinese writing and a Chinese number line for the display. Staff are currently liaising with a parent to organise a party for Guru Purnima, which is a festival dedicated to spiritual and academic teachers, traditionally celebrated by Hindus and Buddhists, to thank their teachers.

All staff have a sound understanding of the Early Years Foundation Stage and how to promote the learning and development of young children through play. However, the quality of teaching is better in the two-year-old children's room than in the pre-school room. As a result, the quality of learning is higher. Children develop sound mathematical skills as they play games, such as 'What's the time Mr Wolf?' and through routines, for example, as they count how many children are present. Staff introduce and encourage two-year-old children to use language, such as 'big' and 'little' and to compare the sizes of hoops as they play outdoors. This successfully develops their mathematical knowledge of shape and size. Staff take opportunities to play peek-a-boo with toddlers who peep through a tunnel. Children enjoy a range of sensory experiences, such as play with foam, sand and dough, which support their creativity and the development of their early writing skills. Indoors and outdoors, children practise making marks as they use wax crayons on paper attached to an easel and draw with felt tips at the table outdoors. Babies investigate toys with buttons that activate sounds, which raise their awareness of how things work. Children play imaginatively and demonstrate their awareness of technology as they use pretend electrical items in the play kitchen. Items, such as Chinese crockery and utensils are added to the play kitchen, which relate to their own culture and those of others.

Children make sound progress in their physical, personal, social and emotional development. This provides them with some key skills needed for the next steps in their learning, such as school. Staff are beginning to track children's ongoing progress so any gaps in their learning and any actions needed to secure support are being steadily identified. For example, staff are aware that some children's language and communication skills are not at the expected level for this year group as they move onto school. This is, in part, due to the short time the nursery has been open and the length of time children have attended. However, the quality of teaching is variable at times. Staff do not always face children or gain a child's attention before they talk to them, so that they can be mentally and visually engaged in the conversation. Sometimes, children learn well due to the good interaction and the support staff provide as they play alongside the children. Children sit together while staff read stories, which promotes some children's interest in books. However, some children disengage when the size of the group is too large for their ability to understand English. Similarly, when singing, some children are not engaged while some join in enthusiastically with familiar songs, which promote their listening and communication. Staff do not always make the most of opportunities to fully support all children's speaking and listening skills.

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

Each child has a member of staff identified as a key-person to help them settle in and to build a relationship with their parents. Children enter the nursery happily and help themselves to toys from a suitable range. Staff purposefully add extra resources according to themes, which keeps areas interesting and inviting. Where information is available from parents, staff use it to support the settling-in process. However, key words in some children's home languages are not available to help them manage everyday routines or to fully support their developing use of English. Photographs are displayed so children can see what is happening now and next. However, the photographs are not always changed, which limits their usefulness. Babies form secure emotional attachments as they sit closely with staff for cuddles and look at pictures in books. Children demonstrate close relationships with caring staff and confidently interact with visitors, which show they feel safe, emotionally secure and self-assured. They are given plenty of time and freedom to become deeply involved in activities they are enjoying. A bell rings to indicate there are five minutes left before lunch. This gives children a sense of control over the routine and time to finish off what they are doing. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. As a result, they behave well and their personal, social and emotional skills develop steadily as staff effectively support them to relate well with each other.

In the two-year old children's garden, a large wooden den provides shade in sunny weather. Children sit comfortably in the den to rest and look at books. They also help themselves to drinks of water in the den with accessible cups and water jug. Children talk about good hygiene and know why they wash their hands before snack and lunch. Staff are aware of children's health requirements, allergies, special dietary needs and their food preferences. Children enjoy healthy snacks prepared on site from fresh ingredients and nutritious lunches, which are delivered daily. Staff probe the food before serving, to

ensure it is the correct temperature. During lunch, children talk about the different foods on their plates, this raises their awareness of healthy eating. Children develop good hand to eye coordination through handling a range of toys and tools when gardening. Toddlers develop coordination and start to manage risks as they climb up and down sturdy steps on the climbing structure. Children gain an understanding of the need for physical exercise as part of a healthy lifestyle. They exercise and develop good coordination as they move their bodies to action rhymes. Outdoors, children have fun as they improve their physical ability and confidence. They manoeuvre wheeled vehicles and make attempts to hoola hoop. A staff member rolls horizontally across a grassed area and two year-old children enjoy imitating, as a result, they learn to control their bodies and move in a variety of ways. Staff make increasing use of outdoor activities to teach children about safety.

Children broaden their cultural awareness in a variety of ways, such as tasting foods, craft activities, and being involved in different cultural activities. Children also look at books, which reflect positive images of culture and disability to promote their awareness of similarities and differences. Children develop self-help skills and the ability to concentrate, which are useful skills in readiness for school. The coat pegs have been lowered to further support children's developing independence. Low-level coat pegs enable children to hang up and get their own coats, to be more independent in readiness for school. Staff are beginning to prepare children emotionally for the next stage in their learning. They have taken steps to instigate a relationship with the school on site and have invited teachers from other schools to visit the children. This helps to prepare children for their move on to school by ensuring that they see a familiar face when they visit the school with their parents. Effective partnerships are developing with other professionals and services.

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

This inspection was prioritised following concerns being raised about the suitability of staff with regards to their age and whether the deployment of staff meets the required staff to child ratios. The inspection found that the required staff to child ratio is met across the nursery. Staffing arrangements ensure staff are adequately deployed to supervise children and keep them safe. Only those staff aged 17 or over are included in ratios and staff under 17 are always within sight or hearing of qualified staff. However, the provider was not fully aware of a requirement that staff under 17 should be supervised at all times. Therefore, there is no procedure to ensure they are fully supervised when for example, they change nappies as part of their development and training, or they stay with a few children while staff deal with other events. Further to this, the manager and staff have a sound awareness of the safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage. Suitable staff recruitment and vetting procedures are followed, and Disclosure and Barring Service checks are undertaken. Policies and procedures meet requirements and are shared with parents to keep them informed. Each month, two policies are reviewed and recirculated to refresh staff's awareness. This ensures their practice, in relation to children's welfare, is consistent. The premises are secure and the arrival of any visitor is carefully checked and a clear record maintained. Staff follow a daily checklist to ensure the premises are safe and secure for children. Staff are briefed on child protection at their induction and are confident about

the procedures to follow, should they have any concerns about a child's welfare. The provider places a high priority on safeguarding training. She has arranged a training day for all staff because some are not able to evidence that they have been on local authority safeguarding training. The two nursery rooms are organised well so children move around freely and safely. An area within one of the rooms is separated through the use of a low-level room divider, with a gate. This provides space for two-year-old children on one side and a safe designated space for babies on the other side. Both age groups have their own patio doors leading directly to outdoors. Children's times of attendance are clearly recorded. In addition, a very useful written tally of the numbers of children present is maintained, which enables staff to know quickly how many children are present.

Staff receive appropriate induction training to help them understand their roles and responsibilities. Regular supervision meetings are beginning to support staff and to identify any specific training needs. In the short time since registration, staff have successfully increased their knowledge and skills through attending a range of training events. Also, the provider has selected and booked a range of future training events carefully tailored to their learning needs and their job role. The provider constantly reviews the quality and impact of staff training and is driving forward improvement at a fairly rapid rate. Staff, parents and children are increasingly asked for their views to develop the nursery. Staff in the two-year-old children's room talk enthusiastically about their plans to develop the outdoor area to provide further opportunities for learning outdoors.

Parents spoken to at inspection value the support they receive from staff. All the required contact details about each child are obtained before a child starts at the nursery, which ensures they are accessible in an emergency. The sharing of information about children's learning is increasing and daily verbal exchanges with most parents generally support children's well-being. However, monitoring of general practice and the quality of teaching is not focused enough to ensure consistency is maintained across the whole of the nursery. For example, monitoring of information sharing does not ensure all parents share details about their child's interests and abilities when they first start at the nursery. As a consequence, although, children are happily occupied from their first day, they are not always learning at the highest level as their starting points are not clear. This is particularly noticeable for children whose home language is not English. To further involve parents in children's learning, a stay and play session is being organised. Staff have made sound links with the children's centre on site and have identified areas where they can work together to support children and families. Staff are beginning to engage with the schools, including the on-site school, that children will move on to support children's transition. It is not known whether the nursery complements the learning that takes place in other settings that children attend as information about children's development is not purposefully shared. There are more positive links with a range of professionals from other agencies, such as health visitors and speech and language therapists, which are beginning to effectively support children with special educational needs and/or disabilities.

## 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>	EY477142
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	981291
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Out Of This World Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01512600590

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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