

# Anfield Children's Centre

Oakfield, Anfield, LIVERPOOL, L4 2QG

<b>Inspection date</b>	07/08/2014
Previous inspection date	24/10/2008

<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

- Practitioners use a range of effective teaching strategies, which means that children make good progress, relative to their starting points.
- Strong relationships and attachments with practitioners ensure that children are happy and settled. As a result, they are confident and well-motivated to learn.
- Practitioners are good role models of appropriate behaviour. Consequently children behave well.
- Very good partnerships with parents and external agencies prepare children well for their next stage in learning, including school.
- The manager has a good understanding of the Early Years Foundation Stage requirements, which means that children are kept safe and enjoy a broad range of learning experiences.

### It is not yet outstanding because

- Practitioners do not fully maximise learning opportunities outdoors for babies because the outdoor play area for the youngest children lacks natural materials and resources.

## 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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding and the recruitment of practitioners.
- The inspector had a tour of the premises, indoors and outdoors.
- The inspector looked at children's records, learning journals and observations, assessment and planning documentation.
- The inspector checked evidence of practitioners' suitability to work with children, the provider's self-evaluation and the action plans in place to secure continued improvement.
- The inspector carried out a joint observation with the setting manager.
- The inspector took into account the views of parents spoken to on the day and from written comments.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Anfield Children's Centre was registered in 2008 and is on the Early Years Register. The setting is managed by a committee and operates from a purpose built children's centre in the Anfield area of Liverpool. Children are cared for on one level and there is an enclosed garden for outdoor play. The setting opens Monday to Friday, from 8am until 6pm, for 51 weeks of the year. The setting employs 18 practitioners, all of whom hold appropriate early years qualifications from level 2 to level 6. The manager holds a level 6 qualification. The setting provides funded early years education for two-, three and four-year-old children and receives support from the local authority early years support team. There are currently 109 children on roll. The setting supports children who speak English as an additional language and 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 outdoor play area for the youngest children, through the use of more natural materials and resources, which will further extend the learning opportunities available to babies.

## Inspection judgements

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

Teaching is good and all practitioners match play activities to children's individual interests. As a result, children are very well motivated to learn and make good progress. High quality training, such as 'Building Blocks for Communication', has had a positive impact on children's communication and language development. For example, practitioners provide a range of activities, such as singing and musical rhythm sessions, which help children to learn about sounds and word patterns. Furthermore, practitioners plan learning, using the information gathered from parents when their children first join the setting and on an ongoing basis. Parents contribute to learning booklets that are sent home on a regular basis, as a communication tool. Practitioners then plan activities based on this information from parents and share ideas their own ideas of how parents can promote their child's learning at home. As a result, of these very good relationships, parents are able to actively contribute to their child's learning and progression.

Children show good control and coordination, as they move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, children enjoy completing obstacle courses using a range of physical apparatus. They climb and balance, challenging themselves to move higher or faster. Practitioners always provide good levels of support, knowing when to intervene and when to let children attempt physical challenges independently. As a result, children develop their physical skills well. In addition

to this, children use tools for planting, digging up vegetables and making mud-pies. They develop skills needed for their future learning, as they use mark-making materials indoors and outdoors, practising writing their names or painting the walls using large brushes and water. Parents are invited to attend 'Big Art' sessions, which support children to use their creative and physical skills, using a range of tools and materials. Parents report that these art sessions help them to support their children's learning at home. Furthermore, musicians from the Philharmonic Orchestra regularly visit the setting and introduce children to a variety of musical instruments, which supports children to explore different sounds and rhythms.

A range of multi-cultural resources positively promotes respect for all cultures through rhymes, song and expressive arts. Children who speak English as an additional language make good progress. Practitioners work closely with parents and appropriate professionals to ensure that strategies, which best support each child's needs, are shared at home and in the setting. Therefore, children who have special educational needs and/or disabilities also make good progress, relative to their starting points. Children develop their knowledge of information and communication technology and competently use technology appropriate to their stage of development. They play with toys, which switch on and off, and use cameras to take their own photographs. Children particularly enjoy sharing books with practitioners, who engage children's interests very well. For example, on the day of the inspection, a group of pre-school children were very interested in bridges. Practitioners supported the children's interest by showing them pictures of bridges in books and on the computer. The practitioners provided the children with appropriate resources and encouraged them to talk about their designs. This approach is consistent throughout the setting and, as a result, children are highly motivated to learn and confident to test their ideas.

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

Practitioners support children to feel secure and comfortable through routines and close relationships with their key person. Children form strong, secure and emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive and caring interactions between practitioners and children, through a strong key person system, ensure that all children form positive and trusting relationships. Children settle well because practitioners find out good information from parents about their children before they start at the nursery. This is to ensure all children's needs are known and effectively met. Practitioners plan varied and imaginative learning opportunities based upon the individual interests of each child. To help prepare children for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents. Consequently, children make the move to school with ease.

The learning environment is bright and welcoming, with a range of resources readily available. This enables children to follow their individual interests independently. The outdoor area provides opportunities for children to take risks and challenge themselves further, for example, balancing on blocks and negotiating obstacle courses. Furthermore, children benefit from the use of a climbing area, small apparatus and a bug area and have

devised their own risk assessments for keeping safe in the garden. However, there is scope to enhance the outside play area for the youngest children, through the use of more natural resources, to provide babies with further outdoor learning opportunities.

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 and all eat together, competently using appropriate cutlery. Practitioners act as good role models in helping children to learn how to be healthy, such as washing their hands before lunch. Practitioners use mealtimes to reinforce messages about the benefits of making healthier choices. For example, children are encouraged to eat a wide range of vegetables, and practitioners show them how to make healthy choices. Furthermore, children are involved in making some of their snacks, such as healthy fruit kebabs and healthy recipes are shared with parents. Consequently, there is a consistency of approach in supporting children to make healthy choices at the setting and at home. Children are able to manage their own self-care because all practitioners provide good guidance and give them time to complete tasks. For example, children set the table for lunch and competently serve themselves. Practitioners model positive communication strategies, to help children understand about acceptable behaviour. Consequently, children's behaviour is good. This ethos is consistent throughout the nursery, resulting in rapid progress in personal, social and emotional development for all children.

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

Since the last inspection, the management team has made many changes to their practice. These have had a positive impact on the education and care for all children. They work closely with local schools, the children's centre leader and local authority advisors to improve what is offered and are proactive in meeting any actions set. As a result, children are making good progress towards the early learning goals. All recommendations set at the last inspection have been met through careful consideration and clear targets are monitored through a robust development plan. A new system developed by the manager is now fully implemented to ensure that all children's learning and development needs are met in an inclusive and respectful environment.

Safeguarding procedures are very thorough. All practitioners prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in their knowledge of the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners 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. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out, including regular fire drills. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensure that children's safety remains paramount. Effective recruitment and vetting systems ensure all adults working with children are suitable to do so. As a result, children are safeguarded appropriately.

Leadership is good and focused improvement plans are in place to secure continuous improvement. All practitioners share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. Practitioners are very well motivated in their continuous professional development and are continually seeking ways to improve. Managers continue to monitor provision within the setting and ensure that practitioners are deployed effectively, according to their qualifications and experience with specific age groups of children. They have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages, when any group is identified as falling behind their peers or below their expected levels of achievements. This results in children's needs being met effectively and relevant support services being involved. The setting works very closely with local schools, which means that children are very well prepared for their transition into school.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY371856
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	878641
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Anfield Children's Centre Committee
<b>Date of previous inspection</b>	24/10/2008
<b>Telephone number</b>	0151 2334001

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

