

# Field Of Dreams Nursery

St Sebastian's Catholic Primary School, Holly Road, LIVERPOOL, L7 0LH

## Inspection date

Previous inspection date

15/09/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 effective teaching strategies, which support children to make good progress, relative to their starting points.
- All practitioners are very good role models of appropriate behaviour and work closely with parents and external agencies. As a result, all children are very well-behaved and prepared for their next stage in learning, including school.
- All practitioners have a very good understanding of their roles and responsibilities in relation to child protection and safeguarding children. Consequently, children are well-protected and kept safe from harm.
- The setting is managed very effectively, with a strong emphasis placed on monitoring and evaluating the provision. This means that managers are very clear about how to promote continuous improvements and enhance the outcomes for children's learning and care.

### It is not yet outstanding because

- Practitioners do not consistently enhance children's imaginative role-play activities in a way that encourages children to use a higher level of expressive language.

## 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 looked at a range of policies and procedures, including those for safeguarding and the vetting and recruitment of practitioners.
- The inspector had a tour of the premises and observed children in the playrooms and outdoor area.
- The inspector looked at children's learning journals and observation, assessment and planning documentation.
- The inspector spoke with the setting manager, individual practitioners and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the setting manager.
- The inspector took into account the views of parents and carers spoken to on the day and from written comments.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Field of Dreams Nursery was registered in 2014 on the Early Years register and operates from a building on the site of St. Sebastian's Catholic Primary School in Liverpool. It is run by the federation of St. Cuthbert and St. Sebastian's Catholic Primary School. Children are cared for within two separate rooms and have access to enclosed outside play areas. The setting is open each weekday, from 7.45am to 5.45pm, all year round, except for public holidays and one week at Christmas. The setting employs 16 practitioners, all of whom hold appropriate early years qualifications. The manager holds a level 5 qualification, the deputy manager and senior nursery officer both hold a Level 4 qualification and all other practitioners hold level 3 qualifications. There are currently 54 children on roll. The setting provides funded early education for two-, three- and four-year-olds and works closely with advisors from the local authority. The nursery provides support for 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 further the imaginative play experiences for children, for example, by encouraging them to explain their ideas in more detail and so encourage their use of expressive language to a higher level.

### 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 Language, 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 helps children to learn about sounds and word patterns. Furthermore, practitioners plan learning using the information gathered from parents on entry to the setting on an ongoing basis. Parents contribute to learning booklets that are sent home regularly as a communication tool, and practitioners plan activities based on information from parents and share ideas from the setting, to promote learning at home. As a result, very good relationships with parents actively contribute to children'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, always supported by practitioners who know when to intervene and when to let children attempt physical challenges independently. As a result, children develop their physical skills. In addition to this, children use tools for planting, digging up vegetables and making mud pies. They use mark-making materials indoors and outdoors, as they practise writing their names or paint the walls using large brushes and water. Children particularly enjoy art and a range of materials enables children to be creative. They take great pride in showing adults and other children their art work on display.

A range of multi-cultural resources positively promotes respect for all cultures through rhymes, song and expressive arts. Practitioners work closely with parents and appropriate professionals to ensure that strategies, which best support children'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 story time, with staff who engage children's interests very well. For example, children act out their favourite stories, such as hunting for bears in the garden, or looking for treasure in the sandpit. However, there is scope to enhance further the imaginative play experiences offered to children, for example, by encouraging them to explain their ideas in more detail, so that children's use of expressive language is promoted to an even higher level.

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

Practitioners support children to feel secure and confident through routines and close relationships with their key person. They fully engage in their activities and experience 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. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interactions 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 before they start at the setting, to ensure that every child'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 mealtimes children help to serve their own meals and choose from a healthy varied menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Pre-school children access resources independently and tidy away toys, in the well-organised playroom. This helps them to learn some of the skills they will need at school.

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 for their age because all practitioners provide good guidance and give them time to complete tasks. Furthermore, children learn to challenge themselves and take risks, such as jumping further and climbing higher, supported by practitioners who encourage children to 'have a go'. Practitioners use positive communication strategies to help children understand about acceptable behaviour. Behaviour management training is very well embedded and practitioners share their good knowledge to support parents' understanding of positive behaviour management at home. Consequently, children's behaviour is very good. This ethos is consistent throughout the nursery, resulting in very good progress in personal, social and emotional development for all children.

### **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 setting's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor practitioners' performance within the setting and ensure that they are deployed effectively, according to qualifications and experience with specific age groups of children. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensures that children's safety remains paramount.

Robust recruitment and vetting systems ensure that all adults working with children are suitable to do so; therefore, children are kept safe. Strong partnerships with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of how to effectively monitor all children's skills, abilities and progress. Interventions are sought at the earliest stage to identify any individual falling behind their peers or below their expected achievements. This results in children's needs being met effectively because of strong partnership with appropriate professionals.

Leadership is very good and focused improvement plans are in place to secure continuous progress. All practitioners share a vision to provide an excellent service for children and their families, therefore, making a positive difference to their lives. They are very well motivated in their continuous professional development and are continually seeking ways to improve. Very good partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. The setting works closely with local schools and the local authority, who provide training and support. Effective communication systems ensure that parents are kept fully informed of their children's progress and they contribute to the initial assessment of their children's starting points on entry. Parents are also provided with a variety of opportunities to support and share information about their children's

learning and development at home. This means that children are very well prepared for their next stage in learning or their transition to 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>	EY475813
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	961769
<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>	50
<b>Number of children on roll</b>	50
<b>Name of provider</b>	The Federation of St Cuthberts and St Sebastians Catholic Primary School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 264 8945

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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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