

Kids in Bloom at South Dene Children's Centre

St. Joseph the Worker Catholic Primary School, Bewley Drive, LIVERPOOL, L32 9PF

Inspection date	31/10/2014
Previous inspection date	09/02/2012

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

- Children develop good early language skills because there is a strong emphasis on communication and language development. This means that children make good progress and are well prepared for the next stage of learning.
- The key-person system is strong and well embedded. Consequently, children's emotional needs are well met and they are very settled and happy.
- Partnerships with parents are strong and effective, which enables them to feel well informed and valued. This means that practitioners know children and their families very well and can provide care that is tailored to their individual needs.
- Staff have a very good understanding of their responsibilities and the procedures for protecting and keeping children safe. They implement robust safeguarding and child protection procedures, which ensures that children are kept safe at all times.

It is not yet outstanding because

- Staff do not always enhance children's critical thinking through the use of information and communication technology throughout the setting.
- Staff do not have the maximum opportunity to share good practice with one another, for example, by undertaking peer observations.

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 looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the two playrooms and in the outdoor environment.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector took into account the views of parents spoken to on the day.
The inspector carried out a meeting with the manager. She checked the evidence of
- qualifications and suitability of staff and looked at a range of policies, procedures and documentation.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Full report

Information about the setting

Kids in Bloom at South Dene Children's Centre was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises attached to St Joseph the Worker Catholic Primary School in the South Dene area of Kirkby. The setting is managed by a private provider and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 10 members of childcare staff. Of whom, nine hold appropriate early years qualifications, including one with Early Years Professional status. The setting opens Monday to Friday, 8am to 6pm, all year round. Children attend for a variety of sessions. Currently, there are 57 children on roll within the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children with 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:

- strengthen the already good systems in place for enhancing children's critical thinking by exposing them to a wider range of technological equipment.
- enable staff to share examples of good practice more often to continuously enhance their professional development, for example, through regular peer observations.

Inspection judgements

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

Staff demonstrate that they have a good knowledge of the Early Years Foundation Stage and understand how to promote individual children's next steps in learning by completing daily observations and planning interesting activities. This ensures that children are prepared for the next stage in their learning. Through the existing knowledge and skills that staff have collated of every child, the educational programmes are varied and offer interesting activities to cover the seven areas of learning. For example, older children enjoy taking part in painting a robot. They use their physical skills to paint the robot using paint brushes and a variety of colours. Also, they acquire the skills to support their personal, social and emotional development by talking to others about what colours they have chosen. Younger children enjoy listening to staff singing songs and join in with the actions. Consequently, all children are engaged in suitable activities that are planned according to their stages of development and they quickly become confident and active learners. Children are working comfortably within the typical range of development expected for their age, taking into account their starting points. This is because staff work closely with parents from the onset to gather information about what they already know

about their child. Every child has their own file, which includes observations, children's next steps in learning and photographs of their work. Parents are actively encouraged to contribute to the child's learning as they are invited to the nursery on a regular basis to discuss their child's progress. For example, the progress check between the ages of two and three years. As a result, parents are kept fully up to date with their child's progress.

Children have access to a good variety of activities, both indoors and outdoors, which enables them to successfully develop all the skills required to prepare for the next stage in their learning. Staff provide children with the opportunity to make marks by using chalks to draw a picture on the chalk board. This contributes to their early writing skills. Children's early reading skills are promoted well in the setting and they have access to a wide range of age-appropriate books, both indoors and outdoors. They enjoy sitting with staff listening to their favourite stories and younger children are encouraged to participate by lifting the flaps and become excited about what might be hiding behind them. As a result, their literacy and early reading skills are promoted well in the setting. Staff encourage children to explore numbers in everyday activities and routines, such as counting the number of plates needed for lunch. This teaching method successfully engages children's attention, helping them to develop numerical skills. Support for children's language and communication skills is a focus in the setting and is fostered well through routines throughout the day. Through effective training, staff are skilled in promoting and modelling language and plan activities to support this. For example, staff encourage children to learn and join in with a diverse range of songs and rhymes during group time. During a puppet theatre session, staff ask simple open-ended questions to encourage children to respond confidently about who they are dressed up as. Also, children are encouraged to listen and follow instructions from the puppets. As a result, children begin to learn the necessary skills to become very confident speakers and show good levels of curiosity.

Good partnerships with other professionals ensure that staff are able to effectively meet the needs of individual children. All children are cared for in a fully inclusive environment and make good progress, including children with special educational needs and/or disabilities. There are clear plans for transition activities to support children into the next phase in their learning. This supports the children to be prepared to move into the next room with confidence, in order to continue their learning and development. As a result, children of all ages and abilities acquire the skills, attributes and dispositions they need for the next stage of their learning.

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

A well-embedded key-person system is in place. This is because staff get to know children and families very well from their initial visit to the setting. Children's transitions into the nursery are managed effectively, which makes a pleasant experience for the child and the family. Settling-in visits are arranged and planned depending on children's individual needs. Parents are invited to stay at first to ensure children feel safe and secure. Staff fully understand the importance of creating strong bonds and attachments with children. As a result, all children and their families are well settled and happy. Staff are effective in supporting children's emotional and physical well-being. All children are confident, happy

learners and settle quickly to their activities, mixing well with the other children. Children benefit from staff being positive role models as behaviour is very well managed. Staff are deployed effectively and role model positive communication strategies consistently. This helps children to gain an understanding about acceptable behaviour. Through a well-embedded routine, all children are aware of when it is time to play outside or when it is lunch time. Consequently, children's behaviour is good. This ethos is consistent throughout the nursery, resulting in all of them making good progress in their personal, social and emotional development.

Children are very well supported in keeping themselves healthy by learning to address their own personal needs. They are encouraged to wash their hands and wipe their faces. In addition, children are encouraged to put their own coats on when going outside and to help tidy away resources. As a result, they develop self-help skills of independence and confidence in caring for themselves and others appropriate to their age and level of understanding. Regular access to outdoor play contributes to children's good health, along with developing their physical skills. Outside, staff support children when they play with the crates or dig in the garden looking for worms. Consequently, children are encouraged to develop the confidence to take risks. Staff operate a healthy eating policy and work closely with parents to find out about children's individual dietary needs. Children are well nourished and have access to plenty of water to drink throughout the day. This promotes children's well-being, instilling a healthy lifestyle for them. For example, children have an awareness of healthy eating and know that by eating fruit, it makes you 'big and strong'.

The environment is clean and equipped to meet the needs of all children. Equipment is age appropriate and organised in a way, which encourages children to access toys independently. Low shelving and storage accessible to children means that they can select and retrieve resources independently. Children are aware of where their resources are stored and can confidently tidy them away at the end of the session. Consequently, children know what they need and where to find it. Children have access to resources that enable them to make progress in their development. However, on occasions, children have limited exposure to a wide range of information and communication technology resources, both indoors and outdoors. As a result, the opportunity they have to develop their critical thinking and understanding of the different uses and ways in which technology can be used, is not maximised.

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

Staff fully understand their role in protecting children from harm and are fully aware of what to do should they have a concern about their welfare. This is a strength of the setting. Senior staff have attended relevant multi-agency training. Also, all staff have attended regular safeguarding training. There are robust procedures for the safe recruitment and vetting of all staff working with children. All staff have a current Disclosure and Barring Service check. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the setting. Staff and management are vigilant at all times with regard to keeping children safe. For example, visitors identification is checked on arrival and this is

required to sign in and out of the building at all times. As a result, security and safeguarding arrangements are strong and children are kept safe at all times.

The management and staff team have a very good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Systems are in place to monitor and track children's development and progress. This ensures that intervention is received at the earliest opportunity to provide the best outcome for children, who require additional support. All staff hold suitable early years qualifications. In addition, staff receive opportunities to extend their knowledge by attending training specific to the needs of the setting. This is reflected in good quality teaching throughout the setting and has a positive impact on the outcomes for children's learning and development. Staff are further supported through regular appraisals and supervisions given by the management team. However, there is not yet a system in place to support staff in sharing good practice among themselves to enhance their practice and ensure even greater continuity, for example, through a system of peer observations. The setting has a comprehensive set of policies and procedures, which are reviewed on a regular basis. This underpins staff practice in the setting. All relevant documentation is current and up to date. Risk management in the nursery is good. Regular risk assessments are completed to ensure that any hazards are kept to a minimum. As a result, children play in a safe environment.

Self-evaluation is good. Through a detailed action plan, the manager has an accurate picture of the strengths and areas for development and is fully committed to achieving identified improvements within specific timescales. The recommendations that were raised at the last inspection have been successfully addressed and these have improved the outcomes for children. Partnership with parents is a real strength of the setting. This enables staff and parents to work closely together to provide children with a link between learning in the home and within the nursery. Staff work hard to gather parents' views on the setting and fully include them in their child's learning. Parents comments include, 'I am very much involved with my child's learning and very happy with the setting'. This shows the high regard parents have for the staff and the setting. The management team work closely with the local authority advisors and the local children's centre. Staff seek advice when necessary and know who to contact if they require specialist support for children's development. Close partnerships are established with schools that children attend, which supports them with their transitions to school.

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. 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

Unique reference number	EY337278
Local authority	Knowsley
Inspection number	862727
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	57
Name of provider	Lee William Johnson and Carrie Louise Johnson Partnership
Date of previous inspection	09/02/2012
Telephone number	0151 545 1566

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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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