

West Derby Children's Centre at Blackmoor Park Infant School

Blackmoor Park Infant School, Leyfield Road, LIVERPOOL, L12 9EY

Inspection date	27/11/2014
Previous inspection date	11/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	2	1
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

- All staff have a good understanding of how children learn and develop, and the quality of teaching is good. Consequently, children are motivated and keen learners who enjoy the variety of activities available to them.
- Children feel extremely happy, settled and secure at the setting as the key-person system is effectively implemented and makes a significant contribution to children's emotional well-being.
- The manager has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, all children are effectively supported in making good progress towards the early learning goals.
- The manager's self-evaluation is highly accurate and sharply focused on developing the provision. She supports the staff team with a targeted and astute training programme to increase their knowledge and skills, in order to enhance the quality of the provision even further.

It is not yet outstanding because

- Staff occasionally do not make the most of opportunities for children to test their own ideas or enhance their understanding of some mathematical concepts. Consequently, children's problem-solving skills are not promoted as fully as possible.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took into account the views of parents spoken to during the inspection and those recorded by the nursery.
- The inspector met with the manager and reviewed the nursery's self-evaluation form, as well as a sample of policies, procedures and staff records.
- The inspector spoke with staff at appropriate times during the inspection, observed activities in all areas and reviewed samples of children's learning records.
- The inspector reviewed evidence of the suitability of staff to work with children and samples of their qualifications, including paediatric first-aid.
- The inspector conducted a joint observation with the manager and took a tour of the facilities available to the nursery.

Inspector

Lauren Grocott

Full report

Information about the setting

West Derby Children's Centre at Blackmoor Park Infant School was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from West Derby Children's Centre in the West Derby area of Liverpool, and is managed by the governing body of Blackmoor Park Infant School. There is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3. It also employs one member of staff with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 54 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's understanding of size and sequencing further by, for example, encouraging children to use familiar resources and favourite toys to compare and sort
- build further on opportunities for children to develop their problem-solving skills by, for example, allowing more time during activities for them to explore their own ideas.

Inspection judgements

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

All staff have a good understanding of how children learn and develop, and the quality of teaching is good. Consequently, children are motivated and keen learners and enjoy the variety of activities available to them. For example, they learn about the world around them as they hunt mini-beasts in the nursery garden and plant vegetables in the allotment. Children's creative development is well supported as they paint on a large scale in the outdoor area and they play imaginatively by dressing up as their favourite characters to sing familiar songs with staff. Babies enjoy board books and explore textures through playing with natural resources and large trays of shredded paper. Children's physical development is well supported as they play with ride-on toys and balance on a low-level wall in the nursery garden. Staff provide children with a varied curriculum with good opportunities for them to develop their skills, but occasionally staff do not make the

most of opportunities to enhance particular aspects of children's mathematical development through the good use of questioning or resources. Consequently, children's understanding of some mathematical concepts, such as size or sequencing, is not maximised. However, overall, children continue to make good progress in all areas of learning.

Children demonstrate that they are motivated to learn as they engage with the activities that staff have planned to extend their individual learning. Children who attend the nursery by accessing early education funding and children who speak English as an additional language are effectively supported. This is because intervention strategies make an effective contribution to ensuring they receive enough support to make as much progress as other children. Children attending who have special educational needs and/or disabilities also receive very good support as the staff team work closely with the special educational needs coordinator and external agencies to apply a consistent approach to children's learning. Staff playfully interact with children during activities and ask effective questions to reshape tasks and promote children's learning further. However, staff occasionally do not provide children with enough time to develop their own ideas before they intervene to support them. Consequently, children's problem-solving skills are not fully enhanced. Despite this, children are motivated to learn as staff praise their achievements and they are stimulated due to the wide variety of activities available to them. This means that they are well supported in developing the key skills they require to prepare them for the next stage in their learning.

Staff develop strong partnerships with parents, who are kept very well informed of their children's learning. Staff talk to parents about their children's interests and existing skills when children first begin attending and use this information to inform their initial assessments of children's development. Children's progress is assessed accurately by the skilled staff team and parental involvement is further supported by the arrangements to conduct the progress check for children aged between two and three years. Parents are invited into the nursery to speak with staff about their children's progress and review their learning records frequently. This means that children are well supported by a consistent approach to their learning between their home and the nursery. Staff also invite parents to stay and play with their children for part of a session on a regular basis. This means that parents are very well supported to develop an understanding of their children's learning and further promotes the consistency of approach between home and the nursery.

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

Children feel extremely happy, settled and secure at the setting as the key-person system is effectively implemented. Children are allocated a key person who they have naturally developed a strong relationship with. This means that staff are able to actively contribute to children's emotional security and well-being. Staff ask parents for meaningful and comprehensive information about children's routines and preferences, which makes a significant contribution to how effectively they are able to promote children's emotional well-being as they settle into the nursery. Staff endeavour to build very strong partnerships with parents to continually support children through their time at the nursery and as they move on to the host school nursery. Staff provide highly comprehensive

support for children to support them as they move into the pre-school. Staff invite children and their parents to visit the pre-school in quieter periods, such as the school holidays, so that they have time to effectively familiarise themselves with the environment and staff. These practices make a significant contribution to fostering children's emotional well-being.

Staff are excellent role models for children. Consequently, children demonstrate an excellent understanding of the boundaries of the nursery as their behaviour is supported in a positive way. For example, staff use reward charts to positively celebrate children's achievements each day. This effectively builds children's self-confidence and enhances their developing understanding of kind, considerate and appropriate behaviour. Staff also consider the use of the learning environment in their pursuit to provide excellent support for children's behaviour. For example, they are mindful to provide duplicates of resources wherever possible and also the layout of the nursery environment, which they regularly review, ensures that children are stimulated and engaged at all times. Staff have developed a superb learning environment for children, which actively contributes to their engagement in activities. They also make excellent use of the children's centre facilities for sensory or physical play to continually stimulate children and engage them. Children's independence is extremely well supported by staff, for example as toddlers help fill up water bottles from the low-level sink.

Children have an exceptional understanding of how to keep themselves safe as staff provide clear and consistent messages to them throughout the day. This is further reinforced by opportunities that staff provide for children through their curriculum. Staff support children's understanding of their own health in an innovative way. Children attend groups in the children's centre to learn about healthy eating and to prepare their own healthy food and drinks. For example, they make freshly squeezed orange juice and cut up vegetables for their snack. Children have an excellent understanding of the importance of physical exercise as they spend much of their time in the nursery garden or running around on the adjacent school field. Staff make this fun for children by organising races or obstacle courses to further promote their enjoyment of physical activity. Staff embed hygiene routines for children, which actively contributes to their understanding of healthy lifestyles. For example, older toddlers independently wipe their own noses and dispose of their tissues to reduce the risk of cross-contamination.

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

The manager has an exemplary understanding of the safeguarding and welfare requirements of the Early Years Register. Staff have excellent knowledge of the signs and symptoms of abuse and have the confidence to follow the robust safeguarding procedures in order to report their concerns. The manager has implemented further measures to protect and safeguard children. For example, staff admit parents using robust security measures, such as a closed-circuit television system, to control their entry to the nursery, and records of all visitors are kept. Staff risk assess the nursery environment on a daily basis to effectively identify and minimise any hazards. All staff have been recruited through the nursery's robust procedures and thorough vetting checks have been carried

out to evidence their suitability to work with children. Most staff hold current paediatric first-aid certificates and are effectively deployed so that they are able to respond quickly in the event of an emergency, and this means that children are exceedingly well protected from harm.

The manager has an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. She has implemented robust systems to monitor the educational programmes and identify areas where children's progress is more or less than expected. Staff complete accurate assessments of children's development so that areas where intervention may be required are swiftly identified. This means that all children receive high levels of support in their learning and development due to the highly effective partnership working between nursery staff and external agencies. The manager uses this information to work effectively with staff in considering their use of the environment and resources in order to improve the outcomes for children further. Staff build excellent partnerships with parents, which make a strong contribution to children's progress. Parents express their delight in the service the nursery provides as their children are making good progress and they find that the communication from staff is excellent.

The manager has completed an extremely accurate self-evaluation form and is highly committed to improving the nursery even further. She has identified accurately the areas for further development by frequently observing staff and through consultations with parents. As a result, she has created targeted and focused improvement plan to achieve even better outcomes for children. For example, after observing staff during routines or activities, she meets with them to discuss their practice and how to build on their existing skills. This means she is able to implement a targeted and astute training programme to enhance the quality of teaching further. Staff feel very well supported as they share recent training or practice ideas at team meetings and also benefit from regular supervision meetings with the manager. Those staff currently undertaking apprenticeships are equally well supported as the manager has devised a support programme to complement the requirements of their course and they are mentored by a more experienced member of the team, who works with them on a daily basis. Due to the measures created by the manager in order to drive improvements to the quality of practice, she demonstrates the capacity to enhance the quality of the nursery even further to achieve even higher outcomes for children.

The Childcare Register

The requirements for the compulsory 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	EY391320
Local authority	Liverpool
Inspection number	859343
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	54
Name of provider	Blackmoor Park Infant School Governing Body
Date of previous inspection	11/11/2009
Telephone number	01512 336 202

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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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