

Fazakerley Children's Centre

Barlows Cp School, Barlows Lane, LIVERPOOL, L9 9EH



Inspection date

Previous inspection date

27 January 2015

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- First-class partnerships have been established with the host school, children's centre staff and other professionals and extended services. As a result, parents are assisted very well to meet their children's unique care and learning needs.
- The interesting and well-planned outdoor area provides the children with enjoyable challenges that promote their agility and physical coordination.
- Staff have a very secure knowledge about how children learn. Children's learning across all seven areas of learning is supported daily. Staff ensure children receive a good mix of self-chosen and fun adult-led activities. Assessment for children's learning is implemented consistently and regularly involves parents.
- Children have formed strong bonds with the staff, which promotes their sense of security and emotional well-being.
- Children are kept safe and healthy as staff ensure they are well supervised and cared for. The premises are clean and well organised. All staff are well informed regarding the comprehensive child protection procedures.

It is not yet outstanding because:

- On some occasions, staff do not always reshape tasks to maximise the chances for children to talk about what they know and think may happen.
- The good range of technology available is not always readily accessible to the children to use and explore independently. Also, staff have not explored fully the ways such equipment could be used to extend children's problem solving skills.

What the setting needs to do to improve further

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

- support the staff to gain an even greater awareness of how to make the most of opportunities to develop children's language for speaking and critical thinking as they arise during activities and daily routines
- refine the children's access to the fuller range of technological toys and equipment held so they can regularly and independently use it to explore the ways that the equipment works and how to use it safely; consider using planned activities to further enhance the children's problem solving and critical thinking, for example, by using a metal detector as part of a treasure hunt.

Inspection activities

- The inspector observed activities in the three play areas inside, as well as the outside play space. He also viewed the sensory room on the first floor.
- The inspector spoke to members of staff and children at appropriate times during the inspection. He also held meetings with the nominated person, the nursery manager and representatives from the children's centre, school and other services.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation and evidence of the qualifications and suitability of staff working in the nursery. He also looked at the nursery's self-evaluation document and a range of other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children enter a lively learning environment, which provides them with access to a good range of toys and sensory experiences. This supports them to be exploratory and active learners. Staff's enthusiastic manner and use of simple daily routines underpins children's confidence, which supports their future learning. For example, toddlers learn to master self-care skills, such as putting on their coats. Accurate assessment of children's development is undertaken. Staff, in consultation with parents, take action to gain any additional support needed to narrow any emerging gaps in children's development. Children's language is encouraged in many ways. Staff enhancements provided during story and song times provide pleasurable and fun experiences. Children sing with glee as a member of staff strums a guitar to accompany them. Outside, pre-school children repeat the refrains of a story, as they act out a hunt for a bear. They squeal with delight on the discovery of a toy bear hidden in the branches of a bush. However, on some occasions, for example, during a 'feely box' game, staff are less adept at reshaping the activities to encourage children to talk further about what they know or think they might find.

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

A comprehensive settling-in programme means that staff meet children's unique care and routines effectively. Children are well prepared when they start nursery and they mix with other groups on a daily basis. This allows children to remain confident as they move through nursery. Arrangements for moving onto school, are very well managed. Children's health is promoted through healthy meals and good hygiene routines. The unhurried approach adopted during meals actively promotes children's physical skills and emotional well-being. Equipment and toys are well organised in most respects to allow children to freely access to them. However, this is less so with technological toys, some of which are stored out of reach. As a result, children's opportunities to regularly operate such items as cameras and torches are lessened. Outside, lots of differing surfaces and larger equipment to handle, ride and climb, presents lots of fun physical challenges. Good staff support means that children of all ages learn to develop their coordination while taking risks in a safe manner. For example, toddlers are supported to balance along beams, babies to clamber over a mini-bridge and pre-school children to climb and slide.

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

The senior management team demonstrate a commitment to ongoing improvement. Recommendations from the last inspection have been met fully and programmes for future improvement have been implemented. Staff recruitment processes are robust. An effective induction and staff support programme means that staff are clear about their responsibilities and receive regular training. They work harmoniously as a team, which creates a safe and pleasant place for children. Parents are warmly welcomed and provided with a wide range of information. Regular meetings, play sessions and updates are provided to support parents with their child's learning.

Setting details

Unique reference number	EY356074
Local authority	Liverpool
Inspection number	857496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	121
Name of provider	Barlows Cp School Governing Body
Date of previous inspection	Not applicable
Telephone number	0151 2336472

Fazakerley Children's Centre was registered in 2007. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 6, 4, 3 and 2. The nursery opens from Monday to Friday all year round with the exception of a week at Christmas and public holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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