

# The Greenhouse Multi-cultural Play & Arts Project

Tiber Street Site, Lodge Lane, Liverpool, Merseyside, L8 0TP



<b>Inspection date</b>	20 March 2015
Previous inspection date	16 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are well motivated and are actively encouraged to make their own decisions, lead their own play and voice their opinions. As a result, they have a real sense of ownership and thoroughly enjoy their time at the club.
- Staff work alongside parents and other professionals to support children's learning and development. Staff regularly share information about children's progress and suggest ideas of how learning can be extended both at home and at school.
- Caring and sensitive staff provide a highly inclusive environment where all children are treated with the utmost respect. This gives children a strong sense of belonging and effectively promotes their emotional well-being.
- There are effective systems in place for self-evaluation, which involve the views of staff, parents and children. As a result, there is a consistent approach to continue to drive improvement.
- The management and staff are committed to safeguarding children. They fully understand their roles and responsibilities, and the procedures to follow should they have any concerns.

### It is not yet outstanding because:

- Children have fewer opportunities to display their artwork in the environment.
- Staff do not yet have the opportunity to observe and discuss practice, in order to share good practice with one another.

## What the setting needs to do to improve further

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

- encourage children's achievements even further by displaying their artwork and posters, which have been designed and created by them.
- enhance the professional development of staff through sharing examples of good practice and sharply focused evaluations, for example, through offering opportunities to observe and discuss practice.

### 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 main environment.
- The inspector took into account the views of parents by reading comments provided on the day.
- The inspector carried out a meeting with the managers.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

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

Staff fully understand how children learn through first-hand experiences. They provide a wide range of activities, which reflects children's interests and learning styles. For example, children enjoy working with their peers to connect pieces of building blocks together to make a rocket. As a result, children engage in purposeful play and make good progress in their learning and development. The environment is fully inclusive because it is tailored to the individual needs of the children who attend. Children at the club are confident communicators, sharing their thoughts and ideas readily with staff and their peers through regular idea sharing sessions. This allows the children to take ownership in how the club is run and their ideas are fully respected and valued. Children take pride in their work and are happy to share their completed artwork with staff during creative activities. However, children do not always have opportunities to celebrate their achievements to the wider group. This is because there are fewer pictures displayed of children's artwork in the environment.

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

An effective key-person system supports younger children's emotional well-being. There is a good atmosphere in the club as older children look after younger children and include them in their play. Staff are very good role models as children treat each other with respect and staff provide consistent messages about right and wrong. Consequently, behaviour is well managed. Healthy lifestyles are promoted, as staff encourage children to manage their own personal needs. For example, they follow good hygiene routines as they wash their own hands before eating their snack. The outdoor area is extensive and offers challenge and excitement for all children. Staff allow children to take supervised risks in their play. As a result, children's physical well-being is supported well. This prepares them well for the next phase in their learning.

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

The enthusiastic managers and staff fully understand their role in meeting the requirements of the Early Years Foundation Stage. Effective policies support children's safety and well-being. The premises are secure and thorough risk assessments carried out by the managers and staff means that children are kept safe. Managers follow a robust recruitment and selection process where children from the club are actively involved in this process. This ensures all new staff are suitable for the role. Staff benefit from regular supervision, training and support from the managers, which means that they are able to enhance their skills, knowledge and qualifications. This is of benefit to the children as staff are able to continue to meet all children's needs. However, there is not yet a system in place to support staff in sharing good practice, for example, by observing and discussing their work with each other. Parents comment that they are very happy with the club and that the staff are 'brilliant'.

## Setting details

<b>Unique reference number</b>	322452
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	855353
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	30
<b>Name of provider</b>	The Greenhouse Multi-cultural Play & Arts Project
<b>Date of previous inspection</b>	16 March 2012
<b>Telephone number</b>	0151726 8099

The Greenhouse Multi-cultural Play & Arts Project was registered in 2002. The setting employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and two at level 4. The out of school club operates term time only from 3.15pm to 6.15pm. The holiday play scheme operates during school holidays from 8.30am to 6pm.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). 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).

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

