

Vauxhall Children's Centre

Titchfield Street, Liverpool, Merseyside, L5 8UT



Inspection date

30 March 2015

Previous inspection date

28 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff demonstrate a good understanding of child development, and are well qualified for their roles. Children enjoy a varied curriculum and can freely access a good range of resources. As a result, they make good progress in their learning and development.
- Children's communication skills are effectively supported through early intervention strategies. They demonstrate very good progress in this area from their individual starting points.
- The arrangements to support children as they move on to school, are strong. Children and parents are supported to familiarise themselves with the teacher, school premises and curriculum.
- Children's health is well promoted, as staff talk with them about their favourite fruit, and support them to clean their teeth as part of their daily routine.
- Leaders have devised effective systems, to monitor children's progress, and share information with parents and professionals. This makes a strong contribution to children's well-being and overall development.
- Staff demonstrate a good knowledge of the signs and symptoms of abuse, and how to report any concerns regarding children's welfare. They demonstrate they are able to protect children from harm.

It is not yet outstanding because:

- Staff do not always develop a balanced picture of children's existing skills upon entry to the nursery, as information gathered from parents focuses mainly on children's communication and language skills.
- Leaders have not yet embedded the new procedures, to observe and evaluate the quality of the staff regularly, in order to provide even more targeted support, for staff professional development and personal effectiveness.

What the setting needs to do to improve further

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

- further develop the arrangements to assess children's starting points, by obtaining a balanced picture of all aspects of development from their parents
- enhance the quality of teaching further, by fully embedding the procedure for regular observations of staff practice, to improve their personal effectiveness.

Inspection activities

- The inspector met with the leadership team to review the self-evaluation form and a range of operational documents, including policies and procedures.
- The inspector conducted a joint observation with the manager, and observed activities in the indoor and outdoor area.
- The inspector spoke with staff at appropriate times during the inspection, and reviewed evidence of their suitability and qualifications, including paediatric first aid.
- The inspector took into account the views of parents spoken to during the inspection, and those recorded by the nursery.
- The inspector sampled a range of documents, including children's learning records, and monitoring and assessment tools.

Inspector

Lauren Grocott

Inspection findings

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

Children are motivated to learn, as staff allow them to follow their own interests. Babies are captivated by bubbles and make marks in a variety of materials, including shaving foam. Children develop their physical coordination skills, by navigating the well-resourced outdoor space, as they crawl, run and climb over obstacles and explore the natural world. Children's listening and attention is well promoted, as staff tell stories in animated voices using props. Leaders monitor the quality of the educational programmes, to ensure that children are provided with experiences in all seven areas of learning. Staff complete initial assessments of children's existing skills, using good-quality observations and information, regarding their communication and language skills from parents. However, they do not always obtain detailed information about other areas of children's development, in order to conduct a balanced assessment of what children already know and can do.

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

Children are respected as individuals, and staff have caring relationships with them. This makes a positive contribution to children's sense of belonging and self-esteem. Children are encouraged to develop self-care skills, whilst being supported by staff. For example, they use the toilet independently and follow hygiene procedures, which reduce the risk of cross-contamination and maintain their good health. Staff supervise children well and create welcoming areas for rest and play. For example, less-mobile babies have access to an enclosed space, in which they can roll and kick freely. Staff are good role models, they communicate with children clearly about their own safety and behaviour. This means that children are well behaved and demonstrate a good understanding of how to keep themselves safe. Staff monitor the indoor and outdoor environment, in order to identify and address any potential hazards.

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

Leaders understand and implement the requirements of the Early Years Foundation Stage well. The process for self-evaluation is ongoing and considers the views of staff, parents and children. For example, staff talk with children and reflect on their interests, in order to make adjustments to the learning environment. Accurate priorities for improvement have been identified and leaders devise action plans to address these. Strong links and partnership working, with other providers and professionals, lead to swift interventions for children whose development is less than expected. Staff are well supported through regular supervision and staff meetings. The programme for professional development, provides staff with the knowledge to keep children safe from harm and enhance their existing skills, for example, behaviour management or working with children with special educational needs and/or disabilities. The manager has recently devised a procedure to regularly observe staff during their interactions with children. However, this is not fully embedded and therefore, further targeted support to help staff improve their personal effectiveness, and the quality of teaching, is not yet in place.

Setting details

Unique reference number	EY360714
Local authority	Liverpool
Inspection number	857611
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	65
Name of provider	Vauxhall Children's Centre Committee
Date of previous inspection	28 September 2011
Telephone number	0151 2982921 or 07518042002

Vauxhall Children's Centre nursery was registered in 2007 and operates from within Vauxhall Children's Centre. The nursery is managed by a voluntary committee. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications. The nursery opens from Monday to Friday, for 51 weeks per year, and closes on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two- and three-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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