

# Pagoda Nursery

Chinese Pagoda Youth & Community Centre, Henry Street, LIVERPOOL, L1 5BU



## Inspection date

8 April 2015

Previous inspection date

17 April 2014

|  | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|--|-------------------------|-----------------------------|----------|
| <b>The quality and standards of the early years provision</b>                          | Previous inspection:    | Requires Improvement        | 3        |
| How well the early years provision meets the needs of the range of children who attend |                         | Requires improvement        | 3        |
| The contribution of the early years provision to the well-being of children            |                         | Requires improvement        | 3        |
| The effectiveness of the leadership and management of the early years provision        |                         | Requires improvement        | 3        |
| The setting <b>does not meet legal requirements for early years settings</b>           |                         |                             |          |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Some staff are unclear about how to report child protection concerns about children or about members of staff. This is partly because of the different guidance in the setting's whistleblowing and safeguarding policies about the procedures to follow. Some confidential information about adults is not stored securely, and was displayed where parents could see it, which is a breach of requirements.
- The quality of teaching varies across the staff team. Some less-experienced staff do not explain clearly what they want children to learn, question children skilfully enough, or respond well to children's questions. The children do not have enough opportunities to develop and extend some of their physical skills or to learn about simple technology.
- The leaders have not given enough consideration to the variations in teaching, or the variations in staff's understanding about safeguarding when assessing the service they provide. This means they have not put the most important areas first in their priorities to improve the setting.

### It has the following strengths

- The staff are very caring and supportive and children are extremely happy and confident. All children are making good progress and leave the setting well prepared for school. This is further helped by visits to the schools children will attend.
- The six staff speak five community languages fluently, and share their knowledge of different cultures well with children. Children also gain a rich experience of the wider world through regular visits to Liverpool's many attractions such as festivals, art galleries, museums and the ferry.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- amend the whistleblowing and safeguarding policies and procedures so that they are consistent in their guidance about the procedures to follow in the event of a allegation made against a member of staff
- ensure that all staff understand the safeguarding and whistleblowing policies and procedures so that they are clear about their responsibilities with regard to reporting child protection concerns about children or about staff members
- improve the quality of teaching of the less-experienced members of staff by: improving the way they explain activities so that children are clear about what they are to learn; improving how they question children to extend their thinking and learning; improving the way staff answer children's questions; improving the way they use activities and resources to promote children's learning
- improve arrangements for the storage of confidential information about adults so that information is held securely and safely, so that details such as the confidential information about disclosure and barring checks are not displayed where parents can see them.

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

- improve arrangements to evaluate the effectiveness of the setting so that leaders give sufficient importance to the quality of teaching, and to the impact of staff's understanding of the setting's safeguarding and whistle blowing policies and procedures, in order to ensure that improvement plans are based on the most important priorities.
- improve opportunities for children to develop and improve their physical skills, particularly in climbing, and improve the range of resources to help children understand about simple technology.

## **Inspection activities**

- The inspector viewed all areas of the nursery used by children and staff.
- The inspector observed teaching both in the nursery room and during outdoor play and conducted two joint observations with the manager.
- The inspector sampled documentation which included the policies and procedures supporting safeguarding practice, staff qualifications and performance management information, accident records, planning and assessment information and children's records.
- The inspector talked with the manager, all staff present, children and three parents.

### **Inspector**

Linda McLarty

## Inspection findings

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

The numbers of children attending are so small that they are taught in one group, by all staff. This partly compensates for the variations in the quality of teaching. The highly qualified key persons support all children's learning well. However, less-experienced staff do not always use questions well to help children think or to solve problems. They sometimes do not answer children's questions in ways that increase children's understanding. Staff work well in partnership with parents to find out what children understand and can do when they enter the nursery. They ask parents regularly about children's changing interests. They use this information well to assess children accurately and to plan enjoyable activities to meet individual children's needs. Detailed learning journals are used effectively to help parents to understand what their children are learning in nursery. Staff give parents useful advice on how to support children's learning at home.

### **The contribution of the early years provision to the well-being of children requires improvement**

'It's a family here' said parents, who greatly appreciate the way their children are secure, content and very confident with all of the staff. Children show they feel safe and valued by staff, and their behaviour is very good. This prepares them well for school. The atmosphere is calm and relaxed. Since the last inspection, the leaders have significantly improved the indoor and outdoor areas. They have enhanced security and have upgraded the quality and range of resources and displays. However, there are some gaps in the safeguarding knowledge of some staff. Children are helped generally well to develop healthy habits through regular outdoor play. However, some staff do not always use the activities or resources in ways which move children's learning on.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The manager has actively sought outside help from the local authority and from a nearby nursery to improve her setting. She has extensive plans to improve further. These include enhancing the outdoor area and increasing resources to help children learn about technology. However, the plans do not give enough priority to improving the quality of teaching. The manager carries out regular observations and supervision of staff, who receive training and support where needed. There are some breaches of the requirements of the Early Years Foundation Stage with regard to reporting of concerns and the safe storage of confidential information. These breaches indicate some gaps in the manager's knowledge of how to meet the legal requirements. The slightly different information in the safeguarding and the whistle-blowing policies has not helped some staff to be completely clear about how to refer any child protection concerns about staff or children. However, these staff said they would contact Ofsted if they had any concerns at all. This means that they would be given information to help them refer any concerns to the correct agency, which helps to reduce the risk to children. Children's information is stored securely, but some confidential information about staff was displayed on the notice board.

## Setting details

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | EY416841                                   |
| <b>Local authority</b>             | Liverpool                                  |
| <b>Inspection number</b>           | 1006538                                    |
| <b>Type of provision</b>           | Full-time provision                        |
| <b>Registration category</b>       | Childcare - Non-Domestic                   |
| <b>Age range of children</b>       | 0 - 5                                      |
| <b>Total number of places</b>      | 12   |
| <b>Number of children on roll</b>  | 11   |
| <b>Name of provider</b>            | Liverpool Chinese Community Foundation CIC |
| <b>Date of previous inspection</b> | 17 April 2014                              |
| <b>Telephone number</b>            | 0151 2338833                               |

Pagoda Nursery was registered on the Early Years Register in 2011. The nursery is based in the Chinese Pagoda Youth & Community Centre, in Liverpool city centre. It is run as a not-for-profit nursery by a community interest company. The nursery offers flexible sessions between 8am to 4 pm on Monday, Tuesday and Friday and from 8am to 6pm on Wednesday and Thursday. There are currently 11 children on roll. The nursery currently employs three full-time staff and two supply staff who are on long-term contracts with the setting. Two staff members are qualified to degree level, two to level three and one to level two. The setting receives funding for children aged two, three and four years of age. The leaders have links with nearby schools and with a nearby nursery.

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