Five Children's and Families Trust

Sure Start Family Centre, Conleach Road, Liverpool, Merseyside, L24 0TW

Inspection date	23 August 2017
Previous inspection date	10 April 2014

The quality and standards of the early years provision	**This inspection:**	**Good**	**2**
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy, settled and enjoy warm, affectionate relationships with staff. Staff work closely with parents to prioritise children's health and well-being. Parents say the staff really care about their children.
- The staff and managers are all qualified and experienced practitioners. Some staff have higher qualifications or have accessed additional training. They use their specialist knowledge to support individual children to make good progress.
- Staff are good at helping children to develop their speaking skills. They model new words and commentate on what children are doing. They sing songs and rhymes, ask questions and encourage children to develop their thinking skills.
- Children who speak English as an additional language progress. Staff use familiar words and phrases in children's home language to help them develop confidence in speaking.
- Partnerships with the team at the attached children's centre are strong. Projects that are delivered jointly are very effective in improving outcomes for children. In addition, established multi-agency partnerships provide targeted support for individual children.

It is not yet outstanding because:

- Managers' methods of monitoring staff performance are not thorough enough to help staff continually develop their teaching skills and strive for excellent practice.
- Some staff have weaknesses in identifying what children need to learn next. In addition, over the summer, adult-led activities lack focus and are not always well matched to the mixed age range of children present.

What the setting needs to do to improve further

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

- improve methods of monitoring staff performance, so that staff know exactly how they can continue to develop their skills to benefit children
- support staff to more thoroughly identify what children need to learn next, so that children make consistently good or better progress across all areas of learning
- improve consistency in planning adult-led activities and consider how the good standard delivered during term time can be maintained all year round.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with children and staff during the inspection.
- The inspector completed a joint observation with the setting's early years professional.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector
Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The management team has a thorough understanding of the requirements they must meet. They have clear procedures in place to recruit staff and assess their ongoing suitability. They strive to improve by providing ongoing training opportunities for staff. The progress of different groups of children is monitored and analysed to identify, which training will be most effective. For example, staff are about to receive training to develop a new literacy programme to better support children's early reading and writing. Safeguarding is effective. Staff understand established child protection procedures. They can identify the signs that may indicate a child's well-being is at risk and know how to refer concerns. The environment is safe and potential risks are identified and monitored.

Quality of teaching, learning and assessment is good

Staff regularly involve parents in their children's learning, which helps parents to support children's learning at home. Parents receive written termly assessment summaries and regular update emails, as well as meeting with staff to discuss children's ongoing development. Children make good progress. Overall, planned activities are effective in shaping children's learning and helping them to achieve. Staff teach children about mathematical processes, such as counting, simple addition, subtraction and size. They introduce experiments during creative play and water play. For example, children mix paints to make new colours and excitedly guess which objects will sink or float. Babies develop their physical and sensory skills as they scoop sand or join in action songs.

Personal development, behaviour and welfare are good

Babies demonstrate how secure they feel when they seek out staff for reassurance when visitors are present. They enjoy a cuddle and are soon ready to play again. Staff promote sharing and cooperation, children show kindness and concern for each other. For example, when one child becomes frustrated playing with blocks, another child says kindly, 'What's the matter?'. Children respond well to staff's positive approach and behave well. They listen when staff ask them to line up to play outside and take turns to speak during small-group activities. Children's health and well-being is highly prioritised. Children brush their teeth and learn how being physically active affects their body as staff help them to feel their heart beating faster after running around. Staff encourage children to develop independence. Children try hard to put on their own shoes or coats and are able to serve themselves at mealtimes.

Outcomes for children are good

Children develop the skills they will need when they start school. They make marks with paint or chalk and enjoy exploring and experimenting with water, sand and construction toys. Toddlers and pre-school children are developing confidence. They chat to visitors and show a keen interest in using a laptop. They can recognise numbers and know colours and shapes. All children are able to communicate their wants and needs and show enthusiasm for learning.

Setting details

Unique reference number	EY292874
Local authority	Liverpool
Inspection number	1087946
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	74
Number of children on roll	15
Name of registered person	Five Children and Families Trust Ltd
Registered person unique reference number	RP524895
Date of previous inspection	10 April 2014
Telephone number	0151 728 4887

Five Children's and Families Trust registered in 2004. The setting employs 19 members of childcare staff. All hold appropriate early years qualifications, with one member of staff holding early years professional status. The setting opens from Monday to Friday all year round, with the exception of bank holidays. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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