

Inspection of Five Children's and Families Trust

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

Inspection date: 21 October 2021

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy in this warm and welcoming nursery. They smile broadly as they arrive each day and are happy to be greeted by staff at the door. The revised drop off arrangements, due to the COVID-19 (coronavirus) pandemic, do not affect children. They eagerly bound in ready to play and explore. Children have developed very warm attachments to staff. This contributes to their high levels of self-esteem, sense of belonging and emotional security. Children of all ages demonstrate a positive attitude to learning and clearly love spending time at this inclusive and nurturing nursery.

Staff use carefully considered behaviour management strategies. They offer calm and consistent reminders about sharing and taking turns, which helps children to understand what is expected of them. Older children play cooperatively and enjoy the responsibilities of helping to tidy up. Staff skilfully weave mathematical concepts into daily routines, such as counting out the plates when children help to set the table for lunch.

Staff have high expectations for children and support their learning well. Children with special educational needs and/or disabilities and those that receive additional funding receive timely and purposeful support. Staff have a secure knowledge of child development. Planning reflects children's individual interests and learning is fun. This approach supports all children to make good progress from their starting points.

What does the early years setting do well and what does it need to do better?

- Staff create a love of literacy. Staff continuously share books with children and have created wonderful cosy areas for children to snuggle in and share their favourite stories. Young children talk about what they see in the pictures. They listen attentively to stories and join in with their favourite parts. Older children predict what they think might happen next and talk about the characters in their favourite tales. Children are confident to express themselves, use their imaginations and are learning how to sequence a story.
- Children's health and well-being are given high regard. Children are encouraged to brush their teeth at nursery, which helps them to understand the importance of good oral hygiene. At mealtimes, staff talk to them about the effects that vegetables have on their bodies. Children delight in telling staff that they will grow big and strong if they eat their broccoli, demonstrating an understanding of nutrition. Furthermore, children enjoy participating in yoga sessions and talking about their feelings and emotions. These activities promote children's awareness of the importance of leading a healthy lifestyle.
- Staff engage in purposeful discussions with children throughout the day. For

example, lunchtime is a social occasion when children are able to chat with staff and their friends. However, occasionally, during some activities, staff in the toddler room do not make the best use of questioning skills. They do not always encourage children to think critically and develop their communication and language skills further. This is because children are not given time to think and respond to the questions asked.

- Staff are extremely kind and caring in their approach. They demonstrate patience and have developed a lovely rapport with children. However, sometimes, staff are too quick to help children. They do not step back and allow children time to solve their problems or small conflicts with their friends independently.
- The deputy manager is a knowledgeable and passionate practitioner. She leads a dedicated team of staff who share her vision for improvements. Leaders support staff effectively through a range of activities that include supervision meetings and observations of practice. Staff report that they feel very well supported and welcome the abundance of training opportunities that are offered.
- Parents are very complimentary about the nursery and the friendly and welcoming staff team. Staff are extremely supportive of parents and help them wherever possible, working closely with their colleagues in the children's centre. Leaders and staff keep parents well informed through regular discussions, newsletters and daily updates. Furthermore, they provide families with home learning packs and encourage parents to share their children's achievements at home. This enables staff to use this information within the nursery, so that children are able to consolidate their skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a thorough understanding of their responsibilities with regards to safeguarding and protecting children. Staff describe the possible signs indicating that a child may be at risk of harm. Furthermore, they explain in detail the wider aspects of safeguarding children, such as the 'Prevent' duty and domestic abuse. Leaders ensure that staff keep their training up to date. They regularly discuss the issue of safeguarding during staff supervisions and staff meetings. Staff deploy themselves effectively to ensure that children are closely supervised at all times. Documentation is completed that includes accident and medication records, risk assessments and records of attendance.

What does the setting need to do to improve?

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

- strengthen staff's understanding of using consistent questioning techniques to

encourage children to extend their communication and language skills

- develop staff's interactions with children to help them know when to intervene or when to allow children more time to solve their problems independently.

Setting details

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| Unique reference number | EY292874 |
| Local authority | Liverpool |
| Inspection number | 10209819 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 11 |
| Total number of places | 70 |
| Number of children on roll | 63 |
| Name of registered person | Five Children and Families Trust Ltd |
| Registered person unique reference number | RP524895 |
| Telephone number | 0151 728 4887 |
| Date of previous inspection | 23 August 2017 |

Information about this early years setting

Five Children's and Families Trust registered in 2004. The setting employs 11 members of childcare staff. Of whom, 10 hold appropriate early years qualifications, with three members of staff qualified to level 6. The setting opens from Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7.30am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the deputy manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the deputy manager.
- The inspector held a meeting with the deputy manager and the provider. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

We carried out this inspection 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.

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