



Office for Standards
in Education

Inspection Report

EVERTON EARLY CHILDHOOD CENTRE

Unique Reference Number: 104505

LEA: Liverpool

Inspection Dates: 25-26 MAY 2004
Reporting Inspector: MARY E HAMBY HMI

Inspection carried out under section 10 of the School Inspections Act 1996, and was
deemed section 12 (3) under the same act

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INTRODUCTION

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Everton Early Childhood Centre and of the local education authority.

The inspection was carried out by three of Her Majesty's Inspectors.

Key for inspection grades:

Grade 1	Very good
Grade 2	Good
Grade 3	Adequate
Grade 4	Not adequate

Description of the Centre

Everton Early Childhood Centre provides integrated education and care to support families and their young children; it also provides opportunities for adult learning, professional training, and dissemination of its work. It is set in Everton, an inner city area of Liverpool, and serves a community where there are high levels of unemployment, long-term ill health problems and crime. Through its partnership with West Everton and Breckfield Sure Start programme, the Centre has integrated on-site health services and provides links to employment opportunities for adults. The centre is open for 50 weeks of the year from 08:00 to 18:00 and currently provides places for 188 children from birth to five years of age. Currently 11% of the children who attend the centre have identified special educational needs. There are few children from ethnic minority groups. Attainment on entry to the Centre is well below expected levels.

OVERALL EFFECTIVENESS OF THE CENTRE

Effectiveness of the centre

The Centre is highly effective and provides very good value for money. It is very well led and managed by a visionary and dedicated headteacher who inspires a number of proactive and effective teams. Partnership between the teams is of the highest order and this leads to the provision of coherent services for all who use the Centre. The headteacher's judgement is that the Centre is effective, and this rather modest view reflects her quiet determination to improve. Children make very good progress at the Centre because the teaching is very good and the support and care services work effectively together in their best interests. Parents and visitors speak very highly of the Centre. The Centre is successful in achieving its mission statement, '*to provide the highest quality education and care working with parents and carers in an active partnership*'. The management board is newly constituted and is at an early stage in influencing developments across the whole of the Centre's work.

Grade: 1

Improvement since the last inspection

This is the settings first inspection as an Early Childhood Centre. The last inspection, when it was Everton Road Nursery School, took place in 1999. It identified several key issues for action; these have been tackled successfully. In addition, the headteacher and her colleagues have been proactive in driving through a raft of self-generated improvements. This has led to the Centre gaining national recognition as a centre of excellence and attracting thousands of visitors. Its excellent work has been recognised by the Department for Education and Skills and it is currently one of only six regional leadership centres.

Grade: 1

Capacity to improve

The Centre is extremely well placed to continue its drive to improve. The management board and headteacher have formed a strong partnership. The headteacher's self-evaluation is thoroughly reliable and based on convincing evidence. The Centre's current action plan identifies relevant issues for further improvement.

Grade: 1

What the school should do to improve further

Within this highly positive picture, the Centre should implement its intentions to:

- enable the management board to develop its leadership across the whole centre
- strengthen the consistency of high quality interactions between children and educators.

EDUCATIONAL STANDARDS

When the children start at the Centre, their performance across all areas of learning, is much lower than many other youngsters nationally. However, by the time they leave, most of the children attain the standards that are expected, and their attainment in personal, social and emotional development is even higher. This means that they make very good progress all round, and presents a more positive picture than the headteacher's view that the children make good progress. The Centre's commitment to the children who have special educational needs enables them to enjoy and achieve very well and make very good progress. The more able children are given stimulating challenges and this helps them to make swift progress; there is little difference between the progress made by boys and girls.

Grade: 1

PERSONAL DEVELOPMENT

The headteacher's evaluation of this aspect of the Centre's work is that it is good. This is a rather modest judgement in the light of the wealth of the powerful evidence that convinced the inspection team that the personal development of the children is very good. The children enjoy coming to the Centre and they leave their parents and carers very happily. The Centre does all it can to promote good attendance particularly when families experience difficulties. There are good procedures for following up and analysing attendance data and registers are kept properly.

The children know the routines and this helps them to settle well and fosters their growing independence very effectively. The educators show a strong interest in all the children's personal development and encourage them to engage in the range of worthwhile activities that are provided. They are very skilled in promoting the personal development of children with special educational needs and this is very effective in helping them to make notable progress in other areas of learning. The educators provide very effective role models to help all the children to listen to each other, value friendship, and to treat each other with respect. Relationships are very good and the children play very well together. The children are starting to understand how they can make a contribution both to the Centre and in the community. For example, they have recently been taught about the effects of litter, and they know that they should help conserve energy by reminding adults to switch things off when not in use.

The children's spiritual, moral, social and cultural development are very well promoted through a range of interesting activities. For example, the children enjoy singing in French and take pleasure in the opportunities to dance and play music. They respond well to challenges, such as swinging from a beam, which help to nurture their spirit of adventure and they are developing a love of the natural world through their forest school work. The children are well behaved and have appropriate understanding of moral issues for their age.

Grade: 1

QUALITY OF PROVISION

Teaching is very good. The high quality of the planning, careful assessment and the educators' high expectations promote successful learning. Through the very effective family worker system the educators have an excellent understanding of children's personal circumstances and are responsive to them. They also have very good curricular knowledge, together with very effective behaviour management skills, and a deep understanding of how children learn. This means that the children enjoy learning through a wide range of purposeful play. The wide range of approaches to teaching used in the Centre encourages

the children to be very confident and independent with a zest for learning. Children are often asked to share their ideas and to show others what they have achieved; this promotes their well-being very successfully and spurs them on to achieve more. Praise is used very well to encourage the children in their efforts and to acknowledge when they have achieved their targets. The educators keep very detailed records which show the very good progress that children with special educational needs make. They make good use of the advice of a range of professional services to promote all the children's progress. The educators work very effectively as a team and they have a clear understanding of each child's learning targets. However, some of them do not always extend children's learning as effectively as they might when opportunities arise.

The Centre provides a very broad curriculum which takes account of national guidance. It is matched well to the diverse needs of all the children and is enriched by a number of interesting activities. For example, horticulture is taught regularly and the outdoor area is used very well for innovative work in the environment. The curricular provision for children with special educational needs is very effective and enables them to play a full part in all that is provided. It also takes account of more able children and specific activities are planned to promote a smooth transition to the programmes of study in the National Curriculum. The educators are keen to ensure that the parents and carers are fully informed about the curriculum through home visits and by providing excellent advice about how activities can be extended at home. The curriculum is also extended by a variety of visits, both locally and further afield, for instance to the park and to Delamere Forest.

Care, support and guidance for all children and their families are a high priority throughout the Centre. The family worker step provides each child with a familiar adult to talk to and seek help from. This system is complemented by a strong commitment to listen very attentively to the children, so that their views can be heard and taken into account. The educators observe children expertly and are very well informed about child protection procedures. The Centre, through its very good links with other agencies, and from sure start is able to quickly identify those children and families that need support or protection. The Centre is proactive in helping the children to stay safe and to be healthy. Parents are given excellent opportunities to find out about healthy eating and living and their children are offered fresh fruit and vegetables so that they too can appreciate a healthy lifestyle.

Grade: 1

LEADERSHIP AND MANAGEMENT

The headteacher provides outstanding leadership and management. Her drive and vision to provide high quality education and care have successfully led the Centre through many challenges and changes. Her judgement that the leadership and management of the Centre are good, rather than very good, reflects her desire for further improvements and does not sufficiently recognise all the things that have already been achieved.

Senior managers and co-ordinators carefully and consistently monitor and evaluate the work of the Centre. This information is used very effectively to identify training needs and helps them to reflect on the quality of their practice and how it could be improved. This is an exceptional aspect of the Centre's work.

Every child's well-being and individual achievement is at the heart of the Centre's work - through its inclusive ethos, commitment to listening to children's views and working closely with families. The Centre meets its responsibilities with regard to Race Relations legislation and the requirements of the Special Educational Needs and Disability Act and is proactive in promoting an inclusive environment where all are valued.

The headteacher and sure start co-ordinator have developed an innovative partnership that has successfully integrated the work of their two initiatives for the benefit of families and children. The working partnership with parents is highly effective and not only is it of benefit to the children, but also helps parents themselves to extend their own skills and to gain qualifications and employment. Strong working links have been established with other partners and agencies. Different professionals work with children, educators, and parents, and share their collective information and assessments at joint reviews of children's progress.

The management committee has recently become the management board and now has fully delegated status as a governing body. It has a clear picture of the work of the Centre and is actively involved in its development. The next challenge for the management board and the headteacher is to weld the different initiatives and partnerships across the whole site into one integrated centre.

The Centre is highly regarded by the local education authority and has widely disseminated its good practice to practitioners in other schools and settings. It has been commissioned to undertake pieces of research by local and national bodies that have been instrumental in informing and benefiting others. The Centre is also spearheading one of the new regional training centres for a higher degree in early years leadership and management.

The quality of the Centre's self evaluation is particularly good. The headteacher is not complacent, and is always looking ahead to identify what needs to be improved. Her approach is both reflective and innovative. She has successfully developed a team of highly professional educators who understand how young children develop and learn.

Grade: 1

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Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 501184

INSPECTION DETAILS

Inspection Date 25/05/2004
Inspector Name Jane Shaw

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Everton Kids Club
Setting Address Everton Early Childhood Centre
Spencer Street
Liverpool
Merseyside
L6 2WF

REGISTERED PROVIDER DETAILS

Name The partnership of Jane Wafer / Helen Winrow / Lesley Curtis

ORGANISATION DETAILS

Name Jane Wafer / Helen Winrow / Lesley Curtis
Address Everton Early Childhood Centre
Spencer Street
Liverpool
Merseyside
L6 2WF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Everton Early Childhood Centre and Everton Kids Club are registered provisions within the Everton Early Childhood Centre, which is a project working in partnership with Sure Start to support families in the Everton area of north Liverpool.

Everton Early Childhood Centre offers full day care to children aged from birth to five years. Everton Kids Club offers out of school care for children aged from three to eight years.

Ms Jane Wafer and Ms Helen Winrow are the registered persons, and are registered to provide full day care for a maximum of 30 children aged from birth to five years, and out of school care for a maximum of 40 children aged three to eight years. Ms Lesley Curtis is the head teacher of the centre and acts as the nominated contact for both provisions.

Everton Early Childhood Centre operates Monday to Friday from 08:00 to 18.00 throughout the year with the exception of the Christmas period.

Everton Kids Club operates Monday to Friday from 08:00 to 09:00 and 15:00 to 18:00 during term time, and 08:00 to 18:00 during school holiday periods. The club is open throughout the year with the exception of the Christmas period.

Children using the full day care provision have access to four designated age group rooms, toilet and hand washing facilities and appropriate nappy changing facilities. The out of school club children have access to the centre's main hall, environment room, toilets and hand washing facilities. Both groups also have access to a well designed outdoor play provision. Meals and snacks are provided by the centre.

All staff working with the children are appropriately qualified in childcare and/or education, and work flexibly across the centre.

How good is the Day Care?

Everton Early Childhood Centre and Kids Club are providing good quality childcare for children. They are well organised in terms of staffing and accommodation both indoor and outdoor and provide a range of activities and experiences for children. There is a very high ratio of qualified staff across the centre, who are committed to on-going training. Policies and procedures are well written, and are available at all times. All relevant documentation is in place, however, some minor amendments are

required.

Children are cared for in a safe, secure and healthy environment. Staff are vigilant about children's safety, using appropriate precautions where necessary, children should however, be encouraged to wash their hands before eating and after outdoor play. Appropriate records are retained in relation to the administration of medication and the recording of accidents, however, parents and carers should be asked to sign all recorded accidents. The centre promotes a healthy lifestyle, and offers the children healthy snacks and meals throughout the day. All children are encouraged to, and have the opportunity to participate in all activities and experiences, appropriate supervision and support is offered to children with special needs to enable them to participate fully.

Staff use Birth to Three Matters to plan activities and opportunities for children attending full day care. These activities are supported by a good range of toys and equipment for both indoor and outdoor play. There is also access to a well designed outdoor play space. Care should be taken to ensure that staff interaction with children is effective in supporting children's learning and development. Children attending out of school care are encouraged to participate with staff in the planning of activities and experiences.

A very effective partnership with parents and carers ensures that children and their families are well supported throughout their use of the centre and other facilities.

What has improved since the last inspection?

The registered providers were asked to address six actions following the inspection of Everton Kids Club (Out of School Club). Five of these actions related to the formulating or amending of policies, the remaining action asked the registered providers to ensure that those staff involved in the preparation of meals and snacks complete food handling training.

All actions relating to policies have been completed. Policies and procedure documents are available at all times for parents, carers and visitors to the centre to view. This ensures that parents and carers are kept up to date and informed of the centre's methods of dealing with particular issues or concerns, and what the centre has to offer their children.

A rolling programme is in place to ensure that all staff who work across the centre and the registered provision, and who may be involved in the preparation of meals and snacks undertake food handling training.

This is the first inspection of Everton Early Childhood Centre (Full Day care) following a variation.

What is being done well?

- There is a very high ratio of experienced and qualified staff working across the registered provisions and the centre as a whole. Staff are given very good

training opportunities to enhance their skills.

- Parents and carers have access to various activities and resources across the centre and the neighbouring Sure Start facilities.
- The organisation of accommodation, staffing and activities is providing the children with an environment in which they are receiving good quality childcare. Staff within the full day care provision use Birth to Three Matters to plan activities and opportunities for the children. Baby and toddler room staff are developing a 'treasure box' resource which they use effectively to stimulate and encourage children's curiosity. Children attending the out of school club are involved in meetings with staff to plan activities and discuss issues.
- An effective behaviour management philosophy ensures that children's attempts and achievements are praised and that their self confidence and self esteem is appropriately fostered.
- Staff work well with children with special needs. They provide appropriate support in terms of staffing and resources to ensure that all children have the opportunity to participate fully in all activities.
- There is a very effective partnership with parents. Parents and carers receive good quality information about what the provision has to offer their children in terms of their care and education. Parents and carers receive regular verbal and written feedback on their children's development and achievements and general well-being. Baby room staff use a 'daily diary' to keep parents and carers up to date with their child's day. The setting operates a 'family worker' system, where each family is allocated a key member of staff to work with them during their child's attendance at the centre. Where possible this key member of staff will stay allocated to the family throughout the child's time within the centre.

What needs to be improved?

- the formulating of a policy to show the procedure to be followed in the event of a child being lost
- the procedures for the recording of accidents
- the arrangements for ensuring children are encouraged to wash their hands before meals and snacks, and after outdoor play
- staff interaction with children in their activities and throughout the day as a whole, in the two to three year group room, to ensure that these interactions are positive and worthwhile, and that planning for both indoor and outdoor play is effective and has purpose for the children both individually and as a group.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	devise a policy to show the procedure to be followed in the event of a missing child.
3	ensure that staff interaction with children in their activities and throughout the day as a whole, in the two to three year group room, is positive and worthwhile, and that planning for both indoor and outdoor play is effective and has purpose.
7	ensure all entries in the accident recording system are signed by the appropriate parent or carer.
7	ensure good hygiene practices are in place regarding hand washing (2-3year room and Out of School Club).

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.