

Tuebrook Children's Centre

Inspection report for early years provision

Unique reference number EY380100
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Inspector Suzette Butcher

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Tuebrook Children's Centre opened in 2008. It is one of seven children's centres that are owned and managed by Liverpool City Council Early Years. The children's centre is based in a purpose built unit within the grounds of St. Margaret's C of E Primary School in Tuebrook, Liverpool. A maximum of 52 children within the Early Years Foundation Stage may attend the nursery at any one time. The setting operates each weekday from 08.00 till 18.00 for 50 weeks a year. Crèche facilities for a maximum of 12 children are offered to parents attending courses within the centre. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. All children share access to enclosed outdoor play areas.

Children from the local and wider community attend for a variety of sessions. There are currently 56 children in the early years age group on roll. The setting supports children with learning difficulties and disabilities and children with English as an additional language. The nursery employs 13 members of staff who all hold appropriate early years qualifications. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are at the heart of everything that happens in the emotionally supportive and enabling indoor and outdoor environment where most areas are very well organised. The setting's multi-agency and community ethos overcomes barriers and creates an inclusive environment where families are all valued. Children are vigilantly safeguarded and their welfare requirements are well met. Management demonstrate a strong commitment towards achieving continual improvement although self-evaluation procedures are not fully developed.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review organisational procedures for younger children to extend good practice across all age ranges
- improve self-evaluation systems to clearly monitor and prioritise areas for improvement.

The leadership and management of the early years provision

The strong management team is highly committed towards providing the best possible care and education for children. They benefit from very effective links with the wider support network in the children's centre, the school and the local council's early years group. Regular dialogue and feedback from families and the

wider community ensures that everyone's views are listened to. The impact of numerous changes and improvements since registration are closely monitored to evaluate their effectiveness. This sets the right pace for sustained progress and earns the commitment of staff. The whole staff team is actively involved in the provision's self-evaluation programme, but systems are in the early stages and key areas for improvement are not clearly identified and monitored. Robust recruitment, employment and induction procedures ensure staff are suitable. Monitoring systems, regular supervision and appraisal meetings support staff and clearly identify future training needs. In-house training is often provided to meet identified group needs. Staff are well qualified and highly motivated and supported to further raise their skills and qualifications. The provision's comprehensive policy and procedures are reviewed on a regular basis, to ensure they meet requirements and fully safeguard children.

The promotion of inclusive practice is a key strength within the provision. Positive attitudes towards diversity and difference within all children are strongly promoted to help children to learn to value different aspects of their own and other people's lives. Linguistic diversity is valued and opportunities for children to develop their home language in play and learning are provided. Consequently, children and their families feel included, safe and valued. Effective partnerships are maintained with parents and appropriate support agencies, such as speech therapists, to ensure that children's additional needs are recognised and supported at an early stage by everyone involved. An exemplary two-way flow of information with parents and carers promotes a shared understanding of children's individual needs, and involves parents in practical ways to support their child's learning and development. For example, parents borrow prepared resources and write or photograph outcomes for their child at home to include in their profile. Good practice in information sharing extends to other providers within early years foundation stage to promote the integration of care and education and create a smooth transition process for children. Strong links are maintained with the adjacent primary school. For example, the school's nursery children are based in the pre-school area alongside children who attend for full day care where the school's nursery teacher and assistant work harmoniously in partnership with staff in the centre.

The quality and standards of the early years provision

Children develop independent, active learning and self-motivation in the stimulating enabling environment. Activities flow smoothly, as children confidently move freely and safely between the indoor and outdoor areas. For example, toddlers eagerly refill a watering can and water the plants outside with staff's discreet support. High-quality resources include a rich and varied selection of natural materials and everyday objects to enhance play opportunities. Areas are organised to create communication friendly spaces, such as tents, dens or cosy, tactile units. Staff skilfully observe, analyse and plan next steps in learning for each child. Systems are regularly reviewed and improved to promote consistency and to provide the best possible opportunities for children. Parents and carers are actively involved and confidently contribute to their child's observation, assessment and planning cycle. Children's individual profiles are accessible on low shelves and

provide a clear, vibrant record of their learning journey. Children proudly find their profile to show their friends a photograph of the daffodil they grew at home, or the picture they drew at home of an elephant with 'a big long trunk'. Planning procedures maintain a clear view of the learning journey for all children and successfully provide different learning opportunities for individual children or groups who need extra support or more challenge. The holistic approach within the pre-school group provides integrated support for children's learning and progress by successfully combining the knowledge, skills and expertise of parents, staff, support agencies and the centre's multidisciplinary team. However, staff changes and illness impact negatively on staff deployment and the organisation of the environment for babies and toddlers. This means that the same high standards of cohesion and continuity for children and their families are not achieved.

A healthy lifestyle is actively promoted throughout the setting. Covered outdoor areas and the free-flow of activities between the indoor and outdoor environments ensure that children benefit from regular exercise and fresh air throughout the year. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Snacks and meals consist of well balanced, nutritious options. Meal times are relaxed, social occasions, where staff and children share information and enjoy each other's company. Independence skills are actively promoted when older children confidently help themselves to plates and serve themselves from central dishes. Toddlers sit comfortably around low tables and learn to feed themselves. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They are encouraged to develop skills for their future well-being as they learn to solve problems and work collaboratively. For example, a group of children spontaneously create musical sounds as they enthusiastically collect tools to bang on a large drum and pans hung on a line outside. Children and babies share warm relationships with key worker staff. Children are well behaved as they happily share, take turns and play together cooperatively. They learn to be considerate towards adults and each other in the calm, consistent atmosphere where staff act as positive role models.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.