



L.C.C. Bankfield Centre

Inspection report for early years provision

Unique Reference Number	322473
Inspection date	29 June 2005
Inspector	Barbara Redmond
Setting Address	Bankfield Centre, Bankfield Road, Liverpool, Merseyside, L13 0BQ
Telephone number	252 3810
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Registered person	Liverpool Community College
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Liverpool Community College Bankfield Nursery opened in 1994. They operate from the Bankfield site of Liverpool Community College in the Tuebrook district of Liverpool, using two play rooms and an outdoor play space on the ground floor. A maximum of 33 children may attend the nursery at any one time and 40 children from 4 years to under 8 years may attend the holiday play scheme. The nursery is open Monday to Thursday from 08.30 to 17.00 term time only and the holiday play scheme

operates in school holidays from 08.30 to 14.45.

There are currently 26 children on roll who attend for a variety of full and part time sessions, of these 9 children receive funding for nursery education. The nursery supports children with special educational needs and English as an additional language.

The setting employs eight staff, five of whom including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy playing in a mostly clean environment as staff carry out acceptable hygiene routines, such as cleaning tables and floors. However, chairs that children use have food and milk traces on from the previous day, which could damage their clothes and compromise their health. The risk of cross-infection for younger children during nappy changing is minimised because staff implement an effective routine. Staff clean all areas after a nappy is changed and dispose of waste efficiently.

Children learn about good hygiene as staff encourage hand washing at appropriate times. This results in older children washing their hands well unprompted. They are actively involved in cleaning routines in the nursery such as mopping spills and wiping tables, which contributes to their independence skills and awareness of good hygiene practices.

An effective sick child policy protects children's health. They are safeguarded when on medication and in emergency situations because the necessary documents, resources and staff first aid qualifications are in place to ensure appropriate levels of care.

Children are provided with drinks and an acceptable range of foods that meet their nutritional needs. The provider works with the college cook to improve children's diets and fresh foods have been introduced on a regular basis. Snacks are generally healthy and children are encouraged to sample a range of cheeses and fresh fruit. However, items with a high sugar content such as jam are offered alongside healthier options so some children's diets contain high levels of sugary foods as they select only these items. Staff accurately record details and implement an effective procedure to meet the needs of children who require special diets.

Younger children enjoy close, warm relationships with staff which makes a valuable contribution to their emotional well-being. Staff encourage children to make choices throughout the daily routine which allows them to pursue their interests. Children become very independent as they are encouraged to dress themselves, serve themselves with food and contribute to tidying up routines. As a consequence most children exceed expectations for their age in this area of their development.

Children respond enthusiastically to music and stories because they are encouraged to express themselves spontaneously during these activities. They delight in doing the actions to the Sticky Kids tape. Their physical development is promoted because they are offered regular access to outdoor play. Staff provide pac-a-macs and umbrellas so children can enjoy fresh air during light rain. Children can access a range of outdoor equipment, including wheeled toys and slides, to promote their gross motor skills.

Children work with a range of tools that enhance their fine motor skills. They use cutlery with skill and freely access mark making materials and scissors. Children further increase their physical dexterity by accessing a good range of construction materials.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have adequate space available for their care and play needs. The environment is warm and welcoming to children and their families because attractive displays of children's work and posters, reflecting the inclusive approach to child care, present a positive inviting environment. Children are greeted enthusiastically by staff who take time to speak to parents, helping children to feel settled. The space is well organised to allow children easy access to resources, fostering their independence.

Children have access to a good range of resources and toys that are appropriate to their ages and stages of development. They freely access a range of creative resources allowing them to express themselves. They develop their imaginative skills in a well resourced role play area and through the use of small world play resources and books. Babies are introduced to heuristic play, accessing a good range of materials that enhance their physical and sensory development. Toys and resources are of good quality and checked regularly for safety, to ensure they remain suitable for children to enjoy safely.

Risks to children's safety are minimised because there are good systems and equipment in place to maintain a safe environment. Regular fire drills ensure that children and staff are aware of the correct procedure to follow. Children are well supervised by observant staff who warn them of potential dangers, for example when outside on the bicycles, increasing children's awareness of their own safety. Sleeping children are safeguarded because staff who have appropriate training record regular checks on them.

Children are protected as staff are aware of the signs and symptoms of abuse and access appropriate training. They are aware of the correct Area Child Protection Committee procedures to follow if they are worried about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children have access to a wide range of activities to help them make progress in all areas of their development. They select toys and equipment easily and make choices throughout the day, encouraging positive social and emotional development and increasing children's confidence. Babies under one access activities, planned by staff, that encourage their sensory and physical skills. Staff use the Birth to three matters framework to effectively plan for and assess the progress and development of babies under one year old. Routines for babies are flexible and adapted to ensure that appropriate care is provided to meet their individual needs.

Planning for one to two year olds is less effective. They are cared for in the same room as the three to five year olds and access a range of resources and activities alongside the older children but there is no specific planning for this age group. Therefore, all the development and learning needs of this age range of children are not always met.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage curriculum which has a positive effect on children's learning. Planning is in place that ensures children have experiences covering all six areas of learning. Staff are allocated to support activities and understand their designated roles well, enabling children to make good progress towards the early learning goals. Children have warm friendly relationships with staff which helps them to ask questions and enquire about their experiences, increasing their learning. There is a good balance of whole and small group activities for children which provides them with appropriate support and learning opportunities.

Children are given a good selection of activities that promote their development in the six areas of learning. Children's progress in their personal, social and emotional development is a particular strength at the setting. Children here are interested and motivated to learn by accessible resources and enthusiastic staff. Consistent praise and encouragement from staff helps children to feel confident and secure. Relationships at the setting are very positive, with children and staff demonstrating concern for each other, for example, when dressing for physical play. Children have access to a well resourced role play area, with items such as Wellington boots and Dutch clogs increasing children's knowledge and experiences, and understanding of others. Children's social and emotional development is encouraged through role play. They interact well with each other and take on roles and experiences that affect their daily lives such as preparing pretend food in the toy kitchen. Children are encouraged to achieve a high level of personal independence. They dress and undress for physical activity skilfully and can serve themselves with food independently, using appropriate cutlery and serving spoons.

Staff encourage children to develop their language skills effectively using techniques such as open questions and memory recall of past events. Children enjoy learning as staff praise them throughout the day for their work and achievements. Early literacy is fostered by the good range of mark making resources available for children. Staff tell stories using voices and actions to maintain children's interest. They encourage children to repeat refrains alongside the text. However, children are not asked many open questions or asked to predict events which would stimulate their language and

thinking skills. Children are engaged in follow-up activities after the story when they draw and write about the story, using cards to help them to recognise and write their names. Children notice when words rhyme fostering their understanding of patterns in written text. The written word is displayed effectively around the setting, for example, descriptive words are displayed above the sand such as soggy and dry.

Children extend their creativity as they freely express themselves through music and movement. They access a wide range of creative resources such as feathers, glittery items and colourful materials of various textures. The art work displayed demonstrates that children create their own work, making choices and expressing themselves imaginatively.

Children are involved in a good range of experiences to increase their knowledge and understanding of the world. Outings including a visit to an urban farm, and children can independently use a digital camera and freely access a computer all day. Children's learning is fostered because they are encouraged to experiment and explore. They play in sand and use tubes and water to develop their ideas and play experiences. Children make gloop mixture themselves so the activity becomes more interesting and challenging for them.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met because staff collect appropriate information on admission concerning health, religion, likes and dislikes. Staff notice as children's needs change and adapt routines to meet needs. For example, as children appear tired staff provide bed cushions in a quiet area.

Children have access to a good range of resources increasing their awareness of a diverse society including posters, jigsaws, books and religious artefacts such as a Menorah are displayed around the setting. Children are involved in activities which help them to value cultural diversity. For example, during Chinese New Year they eat Chinese food and engage in a range of creative activities to develop their understanding of this culture.

Children behave well. Staff provide good role models for children as they speak politely and respectfully to them and they are encouraged to share and consider others. For example, children are encouraged leave cornflakes for others in the group at breakfast time. Staff take time to explain to children about saying and doing kind things. Positive strategies, included in the behaviour management policy, such as praise and encouragement are used consistently by staff to help children to behave well. As children dress staff say 'well done' and 'you are wonderful' which helps children feel good about themselves and builds their self esteem.

All children are welcome at the setting. Staff change practice to meet all needs such as providing a sensory area to promote the development of children with special needs. Children with a range of needs receive appropriate support as the Special Educational Needs co-ordinator has had training and staff work with other professionals to provide appropriate care. There is an effective policy in place so staff

are aware of the settings commitment to support children with additional needs and the procedures to follow.

Nursery Education

The partnership with parents is good, having a positive effect on the children's sense of belonging. There are good systems in place for the exchange of information such as admission forms and contracts, so that children receive consistent care. Staff record information such as children's preferences and health needs so that each individual child receives appropriate care. Parents are kept informed about their child and the setting through a notice board, newsletters and daily diaries for babies. Staff greet parents warmly and take time to share information about the child's day.

Children's spiritual, moral, social and cultural development is fostered and is a particular strength of the setting. Children's self-worth is encouraged as staff are interested in what children say. They use techniques such as reflecting back what children say to show they have listened to them. Children are empowered at the setting because staff ask questions such as 'Is it alright if I help you?' allowing children suitable control of their own well-being. They are encouraged to help others. For example, when dressing, they are reminded to help someone else when they have finished; this demonstrates a caring attitude towards each other. Children have very positive relationships with children and adults at the setting fostering a positive sense of community.

Organisation

The organisation is good.

Children are looked after appropriately as the manager is suitably qualified and ensures that the necessary suitability checks are made on all staff caring for children. Children are never left alone with people who are not vetted.

Children's care and learning needs are met as the organisation at the setting is efficient. The operational plan is well organised and shows how staff, space and resources will be used. Appropriate recruitment and induction procedures ensure that children are cared for by suitably qualified and experienced adults. Registration procedures show times when children and adults are present.

Children are cared for in a safe and efficient environment. Appropriate documentation is in place including policies and procedures to ensure children receive appropriate care. Confidentiality for children and their parents is maintained as documents are stored securely and a suitable policy is in place. Parents can access their own child's records at any time so they are well informed about their child's development. Children's well-being continues to be fostered after they have left the setting as staff store records for an appropriate time after a child has left the setting. Similar documentation and procedures are in place for the holiday play schemes which operate at the premises so children attending also receive appropriate care.

Nursery Education

The quality of leadership and management is good. Managers use a hands on approach, having a high visibility at the setting to promote children's interests. They provide very good role models for staff in the way they speak to children and take every opportunity to encourage their learning through open questions. An example of this occurred when the manager was supervising children selecting foods from a buffet tea. She encourages children to smell, taste and describe the fruits that were unfamiliar to them, developing their knowledge and understanding of the natural world. This practice results in all staff demonstrating enthusiasm for children's learning.

The setting is well organised and planned to meet the needs of the children. Activities are laid out and staff understand the learning objectives for each activity.

Staff know their roles and responsibilities within the setting. Managers organise effective systems such as regular staff meetings and staff appraisals so that staff can provide a suitable learning and play environment for children.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the setting was required to develop an understanding of the steps to be taken with regard to communicable and notifiable diseases and implement a system of recording incidents of restraint. An incident book is now in place and up to date information relating to communicable and notifiable diseases is used at the setting to ensure children receive appropriate care.

Complaints since the last inspection

There are no complaints to report.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that furniture is kept clean as part of the daily hygiene routine
- ensure that planning for one to two year olds is provided that meets their individual learning and developmental needs, for example by using the Birth to three matters framework
- ensure that all children access healthy and nutritious snacks

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve children's language and imaginative skills during story time by asking open questions, encouraging children to predict events and create story ideas of their own

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