

L.C.C. Bankfield Centre

Bankfield Centre, Bankfield Road, LIVERPOOL, Merseyside, L13 0BQ

Inspection date	18/06/2014
Previous inspection date	19/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Highly experienced practitioners have a clear understanding of how children learn. As a result, children make good progress as they engage with rich and varied educational programmes.
- Children are motivated, engaged and ready to learn. The nursery is welcoming, bright and equipped with a fantastic range of equipment and resources that are effectively used to support children's learning across all areas of learning.
- Partnership with parents are exceptional and a particular strength of the nursery. Practitioners expertly support parents to enhance children's development at home and offer a truly valuable support system to parents.
- Managers show a commitment to providing exceptional care and have high expectations of all children. Safeguarding arrangements underpin all practice, and staff demonstrate clear knowledge of safeguarding procedures and create a safe and welcoming learning environment for children.

It is not yet outstanding because

- Procedures to monitor individual children's learning is effective, although these arrangements could be improved to better identify gaps in learning for specific groups of children, for example, those who speak English as an additional language.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector toured the setting.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and viewed children's records and policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoke to on the day and through comments in the nursery records.

Inspector

Deborah Magee

Full report

Information about the setting

Bankfield Nursery opened in 1984. The nursery is part of Liverpool Community College. It operates from the Bankfield site of Liverpool Community College in Tuebrook, Liverpool. The children access two play rooms and an enclosed outdoor area. The nursery is open from 8.30am to 5.00pm term time only. The nursery is registered on the Early Years Register. The nursery serves students who attend the college and provides funded childcare for those parents who are studying. The nursery receives funding for the provision of free education for two-, three- and four-year-old children. There are currently 53 children on roll, all of whom are in the early years age group. The nursery currently supports a number of children with learning difficulties and/or disabilities and supports a high proportion of children who have English as an additional language. There are eight members of staff, all of whom hold appropriate early years qualifications. One member of staff holds a level 4 qualification, six staff hold a level 3 and one is working towards a level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already good monitoring and assessment procedures to allow for more focussed identification and analysis of the learning needs of specific groups of children, particularly in relation to children who speak English as an additional language.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is very effective and so children make very good progress in relation to their start points. Practitioners are very skilled in planning to meet children's individual needs. They use their expert knowledge to identify specific starting points and maintain exemplary records on how well they are progressing. As a result, all children thrive, make very good progress in their learning and are exceptionally well prepared for school. This includes those children who have English as an additional language or those who have special educational needs and/or disabilities. Language development is very well planned for in this well-resourced nursery. Practitioners use songs, rhymes and music to engage children and develop their communication. All children benefit from daily access to highly beneficial group time. Practitioners sing 'hello' to each child; shake each child's hand, use their name repeatedly and sing hello using the child's home language. Children delight in this activity as they feel welcome and valued in the nursery. Children develop their physical skills in the well-resourced outdoor area; they can dig, run, use wheeled toys, bounce on the trampoline or relax on deckchairs positioned on the role play beach. As a

result, children are motivated and engaged in exciting activities at all times. Children who speak English as an additional language have their needs met very well. Practitioners learn key words in children's home language and encourage children to use these in their play. However, this good work could be enhanced even further by developing procedures to monitor and analyse progression for this group of children to ensure they are gaining very secure skills for the next stage in their education. Children learn about a variety of cultures and significant festivals are celebrated, consequently, children develop a deep understanding and respect for others. Children with special educational needs are also supported exceptionally well. Practitioners work together to implement targeted interventions that ensure gaps in development are closing and children achieve well.

Children are very well prepared for the next steps in their education. Key workers attend new settings with the children and share development information with the teachers or staff who will be caring for the children in the future. This includes a short development report for each child, detailing their interests and learning needs. This high level of collaborative working ensures that children's development needs continue to be met when children transfer to another setting or to school, and that there is a mutual understanding about any specific needs a child may have. Practitioners also work very closely with other settings that children attend. For example, sometimes the nursery manager arranges for children to still use their favourite toys or resources even when they are attending another setting. This helps children to feel more secure and so eases the transition process. Children are prepared for school by the rich learning experiences they have. Practitioners plan a broad and balanced educational programme that effectively addresses all areas of learning and provides plenty of opportunities for children to repeat and perfect new skills. High quality teaching, combined with regular trips into the community, ensure children learn about the world in which they live. They learn about living things as they care for chicks as they hatch, and watch the lifecycle process as caterpillars turn into butterflies. Practitioners consolidate children's learning by providing exciting first-hand experiences. For example, children directly observe and learn about the different stages as they observe the caterpillars in the butterfly house in the nursery. They are introduced to more complex vocabulary as the practitioner talks about the chrysalis. As a result, children are engaged and motivated, as this type of activity ignites their natural curiosity about insects. Practitioners have arranged the learning environment to effectively engage children in their independent play. Practitioners provide excellent support for children in their play. They model play skills, use effective questioning and extend children's thinking by enhancing areas with additional resources relevant to the children's needs. As a result, children are equipped to actively engage in their own independent learning on entry to school.

Partnership with parents are exceptional; this is truly valuable as parents do not always speak fluent English. Practitioners support parents to access health services. They liaise with other professionals on parent's behalf, in order to ensure the best possible experience for children. Without this amazing partnership working, some children may be at risk of not accessing services, such as health visitors. Practitioners support family transition to new settings, such as attending children's centre groups with parents in order to further children's development. As a result, parents feel confident accessing services that will benefit their children. Children who speak English as an additional language are supported well. Practitioners work with parents in order to understand and assess children's

development of speech in their home language before planning how best to support them in developing their use of English. Practitioners welcome parents into the nursery and model effective teaching, for example, parents can observe messy play activities, story time and outdoor play. Practitioners explain how children learn and ensure parents are aware of how children benefit from activities so they are happy for children to participate. This enables parents to use these skills at home to support their child's learning. Consequently, parents and practitioners work closely to enable a consistent approach to learning.

The contribution of the early years provision to the well-being of children

Children's behaviour is exceptional as they show high levels of self-control during activities. Children take turns in group activities and listen carefully to instructions. Older children are supported to safely manage risks in their own play; they climb up towers built from wooden boxes, developing self-confidence. Babies are confident to try new activities and enthusiastically engage with messy play as familiar practitioners are always on hand to support their needs. Older children have their needs consistently met through a stimulating environment and lots of valuable time spent with their key worker. Children who are not always confident to join in group activities are supported closely, by providing activities that appeal to their interest. Musical instruments and songs encourage a less confident child to participate and express enjoyment in a group activity. This results in all children having their learning needs effectively met due to the high levels of care and expertise that practitioners display. Every child is valued in the welcoming nursery. Practitioners have created individual photograph books of every child, including photographs from nursery and at home with their families. This excellent resource is used effectively to engage children, promote self-esteem and help children feel calm if they become upset.

The extremely effective key-worker system ensures that all children form secure emotional attachments, as a result, children develop independence and are eager to join in new experiences. Children are supported to confidently move between rooms by excellent support from practitioners, who accompany children and spend time with them in the new room, supporting their transitions effectively. The setting uses the key-person system very effectively in order to support partnership working with parents. This helps to ensure that practitioners understand each child and offer them consistent support. Parents have access to learning journals and information is constantly sent home in diaries which parents can contribute to with photographs. This well-implemented system means that children are happy and secure and develop good relationships with practitioners. For example, they talk with practitioners about recent events and naturally turn to them for help. Practitioners implement thoughtful procedures which mean that children are involved in daily decisions. For example, they discuss with older children what activities they would like to have access to and these ideas then feed into the weekly planning.

Children are kept extremely safe and practitioners demonstrate an excellent knowledge of how to minimise any risks. Children's safety is central to the provision and is fully considered in all activities. Practitioners are good role models to children. They

demonstrate a genuine care and respect for all, thereby creating a positive environment. Children respond positively to this and play well together. Children gain a good understanding of how to manage their own behaviour as practitioners' offer clear explanations and practical support. This is also reflected within the nursery's daily routines. For example, during registration time, children and practitioners talk about using good manners. Practitioners consistently model the use of polite terms, so children show respect when talking to others saying 'please', 'thank you' and 'excuse me' in their everyday activities. Children are supported well in developing their self-care skills. For example, they put on their own shoes before going outside and help serve their own snacks. Children are offered good opportunities to learn about healthy lifestyles. Children's understanding of sun safety is enhanced through clear explanations of the risks of sunburn and how the body needs lots of drinks, especially when it is hot. Practitioners ensure that children have adequate sun protection, which is supplied by the nursery, so all children are able to play in the sun safely. Children are encouraged to drink water throughout the day and they know this maintains good health. Children learn how to keep themselves healthy through enjoyable mealtimes. Practitioners explain why healthy choices are important to the children as they select their lunch. As a result, children are gaining a clear understanding about healthy food.

The effectiveness of the leadership and management of the early years provision

There are highly secure safeguarding arrangements in place, as all staff know exactly how to respond if there are any concerns over a child. Policies and procedures ensure that children are well protected. Robust recruitment and vetting procedures help to check that all staff and students are suitable to work with children. The management team demonstrates a thorough understanding of the Early Years Foundation Stage and of their responsibility to effectively promote the learning and development of all children. They monitor the levels of planning and assessment carried out to ensure consistency, so display an accurate understanding of children's skills, abilities and progress. However, while tracking is highly effective for highlighting individual needs of children, there is more work to be done to hone the tracking and monitoring of specific groups of children, such as those with English as an additional language, to provide a more detailed analysis of their knowledge and skills. The staff team demonstrate high levels of enthusiasm and a professional outlook. Effective team work contributes to the success of the nursery. There is a comprehensive and ongoing support programme for staff development. Practitioners are supported through informal discussions and annual appraisals to identify any training requirements, which are then used to benefit the staff team. For example, a practitioner recently completed a course on language development, which has had a positive impact on practice through the implementation of highly effective strategies to encourage children's speech and language development, such as the creation of cosy spaces for children to talk in and additional resources to encourage conversations. Practitioners create 'talk boxes' with familiar items that are used to create stories or discussions. Skilled practitioners ask opened-ended questions to support communication development, such as, 'where do you think this leaf came from?' Children gain understanding and develop both thinking and communication skills from this highly effective practice.

Staff place utmost priority on positive partnerships with parents and other professionals to enhance children's care, learning and development. Parents continually receive high levels of information about their child and are actively encouraged to be involved with their progress. Parents can put photographs of their child's achievements at home on the celebration noticeboard, to allow for practitioners and peers to celebrate with them. Parents recognise the impact the nursery has on their children's development and all are extremely satisfied with their experiences. Parent's views and opinions are incorporated into routines so the needs of children are fully met. Practitioners are experienced in working in partnership with other professionals and have developed a good understanding of the help they offer. This supports them in seeking any further help needed by children and their families. Practitioners utilise good procedures for sharing information with other providers caring for the children. They attend other settings in order to improve experiences for children. Practitioners are truly committed to ensuring new providers know the needs of each child intimately, and so ensure continuity in learning and that children's needs continue to be met.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	322473
Local authority	Liverpool
Inspection number	868789
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	39
Number of children on roll	53
Name of provider	The City of Liverpool college
Date of previous inspection	19/05/2009
Telephone number	0151 252 3810

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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