

Fountains Childrens Centre

Fountains Road, Kirkdale, Liverpool, Merseyside, L4 1QH

Inspection date

24/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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 | 2 |
| 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

- Children are happy and eager to learn. Their behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to school and future learning.
- Staff provide children with a suitable range of interesting and stimulating activities to help them to make good progress.
- Children with English as an additional language and special educational needs and/or disabilities are very well supported. Staff work effectively with various external agencies to ensure that children make steady progress.
- Staff have established strong partnerships with parents and others, which makes an efficient contribution to children's individual care, learning and development.

It is not yet outstanding because

- Staff do not provide a variety of opportunities for children to write in all areas of the learning environment or to see a variety of signs and symbols, so that they can develop their early writing skills.
- Resources that promote information and communication technology are not always available for children to further develop their understanding of this area.

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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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held discussions with the centre manager and spoke to the staff, children and parents.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

Inspector

Jeanette Brookfield

Full Report

Information about the setting

Fountains Childrens Centre was registered in 2006 on the Early Years Register. It is located in Kirkdale, Liverpool and is managed by St John's Primary School Governing Body. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play.

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The nursery employs 15 members of childcare staff, which includes the manager. Two members of staff hold a level 6 qualification, 11 hold appropriate early years qualifications at level 2 or above and two are working towards a qualification. The nursery opens Monday to Friday from 8am until 6pm for 50 weeks of the year. Children attend for a variety of sessions. There are currently 49 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children with English as a second language. 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:**

- increase opportunities for children to write in the learning environment and to see a variety of signs and symbols, to develop their early writing skills. For example, by using labels on resources and providing writing tools in all areas
- enhance the range of resources and activities to support children in their understanding of technology.

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

Children are happy and content at this friendly and welcoming nursery. Staff have a secure understanding of children's learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They understand children's individual needs well because they talk to parents at the children's settling-in times and find out about their child's interests and capabilities. Staff use this information efficiently, along with their own initial observations, to form the children's starting points. This enables staff to plan interesting activities for the children during their time at the nursery. As a result, children settle quickly into the nursery and are interested and enthusiastic. Staff continue to skilfully educate, observe and assess the children while they play and evaluate this information. These are used by the key person to identify any gaps in children's learning and successfully implement the progress check at age two years. This enables them to be able to identify when early intervention is needed, so that children receive suitable support.

All children have individual learning journey files, which are completed by their key person. These include photographs, samples of children's work, written observations of their achievements and how they are making progress. These are linked to the prime and

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specific areas of learning. For example, through planned activities, children learn about comparison as they choose the bigger or smaller shapes from the objects they have made with the play dough. This promotes children's mathematical development very well through active learning experiences. Parents are also supported in playing an active part in their child's learning. For example, a range of toys and resources are provided, so that parents can extend their child's learning at home. They have regular opportunities to review their children's progress, both at drop off and pick up times and at open evenings. There is an ongoing exchange of information between the key persons and parents, which enables them to exchange any achievements the children make successfully. This means that the children's needs are continually met.

All children, even those new to the setting, participate with eagerness as they sing popular songs and number rhymes, using actions skilfully. Staff support children's communication and language skills well. They talk to the children throughout the day. They ask open-ended questions and hold purposeful conversations about what they are doing. Staff acknowledge the conversations and gestures of children very well and provide time for them to answer questions efficiently. Children happily talk to visitors and their friends about what they are doing. For example, while they eat lunch, they tell a visitor what they will do when they go to school. This promotes their confidence, social skills, language and communication development successfully and enables them to be ready for school. Children, who have English as an additional language are supported in building and understanding new vocabulary. For example, staff learn key words in the children's home language and display these words around the room. They, therefore, make good progress in using English confidently and in their overall development.

Children develop their literacy skills as they love listening to stories; they sit with staff and listen attentively. They answer questions and point to the characters with excitement. Children have opportunities to use the creative area to develop their early writing skills. However, there are few opportunities for children to enjoy writing in other areas of the learning environment. For example, writing their names on their artwork or writing during role play. Furthermore, there is less opportunity for children to see marks, signs and symbols in the environment, for example, labels on storage baskets at their level and their name on displays. As a result, children cannot fully distinguish the difference between the marks they make or give meaning to marks they see in different places.

Children are offered a variety of meaningful opportunities to learn about their community and the wider diversities of society. For example, children have access to a range of dressing-up clothes and celebrate a variety of festivals. However, there is room to improve the range of equipment to enhance children's skills and understanding of information and communication technology. This supports their developing curiosity in how things work.

Children's physical development is good. There are opportunities for children to use their handling skills creatively and efficiently. For example, children handle different tools to make shape patterns to create their own pictures. They further use their handling skills effectively as they, carefully complete a jigsaw puzzle and build towers out of the construction toys. Staff support these activities well, encouraging the children to think critically about activities and seek solutions. Children use the outside environment to increase their physical development skilfully. They use sit-and-ride toys, balance on

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climbing frames and competently pour water from one container to another. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

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

Staff greet children warmly on arrival. Children are settled and secure and enjoy trusting relationships with staff. They separate from their parents confidently and settle quickly with sensitive support from staff. Staff are caring towards children and treat them with respect and affection. This results in the friendly, cheerful atmosphere at the nursery and means that children's emotional well-being is well fostered. The key person system ensures that each child and family has a point of contact in the nursery and helps children to form secure emotional attachments. Children are content in their environment. Staff provide a range of good quality toys that include sensory resources, such as the bubble tube and treasure basket items in the sensory room. Play materials are arranged to be easily accessible. This encourages children to help themselves and follow their own interests. They show a sense of belonging and are proud to show what they are doing.

Staff are good role models and help children to manage their feelings and behaviour. Children are well behaved because staff have a positive attitude to behaviour management. As a result, behaviour in the nursery is good and minor disagreements are sensitively managed. Children are developing effective independence and self-help skills as they are supported to independently use the bathroom and choose their own fruit at snack times. Two-year-olds are encouraged to be self-reliant as they make good attempts to put on water proof boots for outdoor play. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Staff constantly praise and encourage the children, which builds their confidence and self-esteem. This helps children to understand expectations and fosters their social and emotional skills.

Children take part in a range of physical activities, both indoors and outside. This supports their understanding of the importance of regular exercise and a healthy lifestyle. The nursery provides healthy and nutritious meals and snacks and children benefit from the carefully balanced menu offered. Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves. Children participate in regular fire drills, in order to fully support their understanding of how to keep safe.

Procedures to support children's transitions into the nursery and when they move on to the adjoining St. John's Catholic Primary School and other local schools are very well prepared. Effective measures are taken to ensure both children and parents are prepared for the move to aid a smooth transition. This helps children prepare well for the next steps in their life.

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

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There have been some changes to the management and staffing structure within the nursery, which has a positive impact on children's care, learning and welfare. The management team have clear action plans in place, which ensures that the setting continues to improve and provides a safe environment for children. They identify priorities for improvement through regular team and management meetings. The management team ensure that the Statutory framework for the Early Years Foundation Stage is implemented very well in practice. They support the staff to carry out the progress check at age two years. This is tailored to individual children and enables parents to be fully involved and to share what they know about their children's learning and development.

The management team successfully monitors the planning and delivery of the educational programmes by meeting with staff and by conducting peer observations. This helps to improve the quality of the learning for all children. As a result, children are developing and progressing well in all seven areas of learning. Staff have a good understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff are thoroughly aware of the procedures for dealing with child protection concerns. Areas used by the children are well organised and enable them to move around the rooms freely and safely.

A comprehensive range of policies and procedures are in place and documentation and records are complete to help ensure children's health and safety needs are efficiently well met. The recruitment and vetting procedures at the nursery are effective and this ensures that the staff are suitable to work with children. Staff take responsibility and use comprehensive risk assessments to help maintain children's health and safety in each room, as well as outside and on outings. They ensure access to the premises is secure and that visitors sign in when inside the nursery. This contributes to children's enjoyment of their time at the setting and means that they have a positive childcare experience that forms a good base for their future learning.

Parents are warmly welcomed by staff. They receive good information about the nursery and the wider Sure Start provision in the area, which enables them to become involved. Parents are pleased with the nursery and comments include, 'she has come a long way since coming to nursery' and 'it's fantastic here'. They hold parents' meetings, invite them in for various sessions and provide relevant information. For example, notice boards are updated and newsletters are sent out to parents. This informs them of how they can become involved and how they can support their children's learning at home through suggested activities.

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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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| 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 inspected again within 12 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. |

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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

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|------------------------------------|--|
| Unique reference number | EY344412 |
| Local authority | Liverpool |
| Inspection number | 820786 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 30 |
| Number of children on roll | 49 |
| Name of provider | St. John's Primary School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 0151 233 4741 |

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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

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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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