

Picton Children's Centre Nursery

Picton Children's Centre, Earle Road, LIVERPOOL, Merseyside, L7 6HD

Inspection date	09/05/2014
Previous inspection date	15/03/2010

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		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

- Robust safeguarding procedures protect children from abuse. Staff are effectively deployed, ensuring children's safety and well-being.
- Staff are caring and friendly, which means 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.
- Partnership with parents is good and staff have a thorough knowledge and understanding of each child's background, individual needs and family values. Consequently, all children are effectively supported to make good progress in their learning and development.
- Children develop rapidly with their language skills because the staff use consistent communication during activities and routines.

It is not yet outstanding because

- Children do not have a wide variety of opportunities to observe numbers and print, using these in context with their play in the outdoor area.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in all the playrooms and the outdoor areas, and completed an observation of an activity with the assistant head teacher.
- The inspector met with the manager, assistant head teacher and the head teacher of the school.
- The inspector spoke with staff and children at appropriate times during the inspection, and took account of the views of parents spoken to on the day.
- The inspector looked at a selection of children's records, planning documents and policies, checked evidence of suitability and qualifications of practitioners working with children and discussed the nursery's improvement plan.

Inspector

Jeanette Brookfield

Full report

Information about the setting

Picton Children's Centre Nursery was registered in 2008 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is Federated and managed by the governing body of St Hugh's and Chatham Nursery Schools.. The nursery is situated in a residential area, in the Picton area of Liverpool. Children have access to five rooms within the children's centre and there are three play areas for outdoor play. The nursery employs 17 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 3 or above, including one member of staff with Qualified Teacher Status. It is open Monday to Friday, from 8am to 6pm, all year round. There are currently 67 children on roll who are in the early years age group and the nursery provides funded early education for two-, three- and four-year-old children. The nursery serves families living in the local community. It supports children who speak English as a second language and children with special educational needs and/or disabilities. Staff receive support from, and work closely with, the head teacher and staff at St Hugh's RC School. The nursery also benefits from the Sure Start facilities available in the same building.

What the setting needs to do to improve further

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

- extend the opportunities for children to see and use numerals and print in the outdoor environment, such as making number lines, signs and labelling available for reference and encouraging children to use them in their play.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to successfully promote children's learning and development. The child's key person finds out in-depth information from parents about what their child can do before they start at the nursery. This information is used effectively to tailor planning, support children's individual needs and help to ensure that teaching focuses on the next steps in their learning. Ongoing assessment of children's progress is thorough. Staff observe children as they play and take photographs of them, illustrating the activities they enjoy. This information is collated in 'learning journals' and these are regularly shared with parents. Furthermore, parents are encouraged to talk about their children's achievements at home, and loan toys and books from the nursery library. This approach ensures that parents are fully included and are helped to understand how to support their children's learning at home, providing consistency for children and preparing them for school. Regular contact with other professionals and agencies ensures that all children make steady progress towards the early learning goals. Children with special educational needs and/or disabilities are supported very well within the nursery and the management team is proactive at

providing further support where necessary. Staff give good priority to the prime areas of learning with children under three. They complete the progress check at age two, including parents in the discussion of children's strengths and any areas of concern, providing them with a written summary. This means staff can identify when early intervention may be needed, to ensure that children receive the appropriate support to meet their learning needs.

Children play in a bright and welcoming environment, where their artwork is proudly displayed. Therefore, children develop a secure sense of belonging. Resources are well organised and stored in low-level labelled units, enabling children to develop their independence and make choices with regard to their play. Teaching is good. Staff have high aspirations for children and plan a variety of activities that challenge children, encouraging them to explore and learn. Children's communication and language skills are extended by staff asking questions that foster these skills well. This is because staff engage in a range of conversations with children and generally use open-ended questions to support them in developing their vocabulary. Young toddlers discuss their own physical features, as well as the features of their parents, with a member of staff as they draw pictures of themselves and their families. Babies enjoy babbling, increasingly experimenting with sounds and creating personal words. Staff listen actively to the different messages young children are trying to convey. They then repeat and model the language to help them build sentences. Staff also use simple sign language and visual timetables to help children in their communication, and become familiar with routines and songs. Staff repeating phrases back to children helps to consolidate their learning and as a result, they become confident communicators. Children thoroughly enjoy looking at a wide range of books, sharing them with staff and their friends, or spending time quietly looking at them alone. Staff talk to them about what they can see, which supports their early literacy skills appropriately and encourages their understanding that print carries meaning. Furthermore, words, pictures and numbers are displayed indoors, to show children how these can convey meaning. Practitioners explain to very young children what they are doing as they write their name on their work, and they teach older ones how to write the letters in their name and recognise the sounds. This successfully helps children to blend letters together and begin to de-code words. However, these good opportunities to see and use print and numbers, and make marks are not fully extended to the outdoor area. This means children do not have consistently rich opportunities to use these in context in all environments.

Children enjoy exploring a variety of different media. For example, babies and toddlers enjoy pummelling the play dough, squeezing it between their fingers and rolling it between their hands. Older children use tools effectively, making models and cutting out shapes. Children join in enthusiastically following actions to familiar songs and music they hear. As a result, they develop their confidence in expressing themselves through music and movement. There are opportunities for children to develop mathematical concepts through activities and resources. For example, equipment in the water and sand support children's developing knowledge of capacity, as they fill and pour with a variety of containers. Staff also skilfully use opportunities to emphasise mathematical language, such as 'short' and 'long' when they help toddlers to build a pathway with wooden blocks. There is a strong emphasis on outdoor learning, which children relish. They have constant access to the garden throughout the day, confidently moving, balancing and climbing on a wide

range of equipment. Young children firstly learn to 'scoot' on tricycles until they gain confidence. They quickly learn how to pedal because staff spend time teaching them how to do this. As a result, children develop good physical skills. Children have great fun splashing in puddles, squealing with delight as they feel the water on their feet, hair and face. Subsequently, children have freedom and time to instigate their own play and follow their own ideas.

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

Children's welfare and well-being are promoted well, as they develop secure emotional attachments with their friendly and caring key persons. Parents deeply appreciate the way in which children's feelings and emotions are valued and respected. For instance, where a child may show a particular connection or bond with a member of staff, other than their key worker, this can be changed to help the child to build the best possible relationships. When children are preparing for their move through the nursery, key staff take time to discuss individual children's personalities and needs, ensuring that transition is as smooth as possible. The children's transfer into a different room is managed well as key staff stay with them until they are confident and settle. These visits progress, so that the child becomes more familiar with their new play environment. Parents find this a very reassuring approach, knowing that their child's needs and welfare are important considerations at such times. Daily diary sheets for the younger children, and discussions as parents collect their child, further provide valuable information for parents about their child's activities.

Children learn to be independent through toileting procedures and personal care. They wash their hands before meals and babies are supported with hygienic wipes. Mealtimes encourage children to gain skills in feeding themselves. Young babies have spoons to encourage their developing feeding skills. Older children pour their own drinks and serve themselves from bowls on the table. Staff provide effective support at lunchtime, so that children are relaxed and confident. Children dress independently putting on shoes and coats when preparing to go outside, promoting their confidence and self-esteem. All children and staff practise regular fire drills to ensure everyone knows how to evacuate the building and remain safe in the event of an emergency. Children are provided with nutritious meals and snacks. Practitioners sit with children as they eat and sensitively help them to develop a positive attitude towards healthy eating. For instance, they encourage very young ones to eat up their 'yummy' toast. This is an inclusive nursery where staff make sure every child is valued and treated equally. Children who speak English as an additional language receive very good support. Staff work closely with parents to gain key words in each child's home language to support them during their time at nursery. Staff are deployed well to ensure children receive a good level of attention and support. The learning environment is well organised, so that children can choose resources and move freely between activities while learning about safe behaviour.

Each age group has access to their own outdoor area, where the equipment is tailored to their ages and stage of development. This encourages children to explore outdoors as this is welcoming and provides children with further challenge as they explore and discover. For example, children learn to carefully manoeuvre wheeled toys around the garden to

avoid bumping into others. The nursery works closely with parents to reinforce boundaries for children who demonstrate unwanted behaviour, meaning children receive clear and consistent messages. They learn about sharing and turn taking, as staff skilfully intervene to help them resolve their difficulties when it comes to sharing popular resources. Staff act as very positive role models, reinforcing children's good behaviour as they provide them with lots of praise and encouragement. They are patient and deal with incidents, such as tantrums, with understanding and tolerance. This helps children to develop a thorough understanding of right and wrong and, as a result, behaviour in the nursery is very good. As children get older they learn how to sit, remain focused and listen to staff during activities, providing them with the key skills needed for when they start school. Transition arrangements for supporting children's move to school are good, particularly due to the close links the nursery and staff have with the adjacent school. Information is shared to ensure the new setting is aware of children's starting points. This enables children's learning to be continually promoted when they move to their new provision.

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

The manager ensures the nursery runs safely and efficiently. She acts competently as a leader and mentor for staff. This promotes children's safety, well-being and learning to a good standard. Staff demonstrate their very good knowledge of the local safeguarding procedures and are confident about the action to take if they are concerned about a child's welfare. This includes recording information to monitor children's welfare, health and safety. All staff undertake safeguarding training to enhance their knowledge and skills and to understand their designated role. The whole staff team have recently attended a refresher training course in behaviour management. This ensures they are aware promoting positive behaviour strategies and of the possible indicators of abuse. A clear safeguarding policy and procedure is in place, underpinning their good practice. Staff are vigilant in carrying out daily safety checks and the security of the premises is good, meaning there is no unauthorised access to children. Visitors enter the nursery through the children's centre, where identification is checked and detailed records are kept. There are nine members of staff who hold a current first aid certificate, meaning they can give suitable treatment if there is an accident involving a child. A register of the children's attendance, including when they arrive and leave, is in place and this ensures ratios are adhered to at all times. Arrangements for the recruitment and vetting of practitioners are robust, meaning informed decisions about their suitability to work with children can be made by management.

The manager provides strong leadership, setting high aspirations for quality. She has a secure understanding of their responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice, ensuring the nursery is evolving and improving. Professional development of all staff is supported through well-considered and purposeful appraisals. Ongoing training is encouraged and achievements are celebrated, which means staff morale is high. This has a positive impact on staff's knowledge. The educational programmes and the progress of individual children are monitored very successfully, through effective tracking arrangements, for both individuals and groups of children. This means any gaps in children's learning and

development can be promptly addressed, to ensure they reach their full potential. The manager has a good understanding of the nursery's strengths and areas to develop, to move the service forward. The views of staff, parents and children are actively sought, promoting an inclusive approach to the monitoring and evaluation process. The action and recommendations for improvement raised at the last inspection have been addressed successfully and a detailed development plan is in place. This means the nursery's capacity for continuous improvement is good.

The staff foster effective partnership working with all relevant professionals. Together they form a united workforce of early years practitioners, linking well with the children's centre team and the services onsite. This enables staff to share their expertise, and draw on each other's advice and guidance, when tailoring the provision to meet the needs of all children attending. These partnerships are also extended to staff at the local schools that children move on to. Furthermore, staff appreciate working in partnership with parents. They encourage parents to share details about family events or about things that the children have done at home. This shows how parents are involved in the nursery and how the information they share supports the experiences within the nursery. Parents' comments are consistently positive, with much praise for the staff's positive, helpful approach and strong commitment to supporting each child's specific needs. Parents spoken to at the time of the inspection are happy with the provision and the progress their children make. For example, they notice the improvement in their child's speech and behaviour. They feel well informed and comment on the friendliness of the staff team.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **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	EY364853
Local authority	Liverpool
Inspection number	973552
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	67
Name of provider	Chatham Place Nursery School Governing Body
Date of previous inspection	15/03/2010
Telephone number	0151 233 1200

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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