

Cambridge Children's Centre

Cambridge Road, BOOTLE, Merseyside, L20 9LQ

Inspection date

Previous inspection date

25/03/2014

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

- The educational programmes are well planned by knowledgeable practitioners to cover all seven areas of learning and to provide challenging, interesting and motivating experiences for all children.
- Children have access to a welcoming and highly stimulating learning environment; both indoors and outdoors. They take an active interest in their surroundings and display high levels of concentration as they engage happily in their chosen activities.
- The management team are highly committed to developing a high quality provision. They continually take into consideration the views of children, practitioners and parents and plans for improvement are well targeted to strengthen their practice.
- Children's well-being and safety is given high priority and safeguarding procedures are robust. Children form secure attachments with practitioners, display high levels of confidence and a strong sense of belonging.

It is not yet outstanding because

- The ways in which high quality practice can be shared across the nursery through peer observations has not been fully explored.
- The strategies in place to support children's language and communication are not yet extensive enough to ensure that the progress children who speak English as an additional language is promoted to the highest possible level.

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 observed activities in the three playrooms and the outdoor play areas.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector took account of the views of parents and carers spoken to on the day and through information in questionnaires.
- The inspector and room leader took part in a joint observation of practice in the pre-school room.
- The inspector met with the senior practitioner team and checked evidence of suitability and qualifications of practitioners working with children, safeguarding procedures and discussed the self-evaluation and improvement plan with the senior practitioner team.

Inspector

Wendy Dockerty

Full report

Information about the setting

Cambridge Children's Centre was registered in 2007 and is on the Early Years Register. It is situated in a purpose-built premises in the Bootle area of Liverpool and is managed by the governing body of Cambridge Children's centre and nursery school. The nursery serves the local area and is accessible to all children. It operates from three rooms within the children's centre and there are three enclosed areas available for outdoor play for children of all ages. The nursery employs 21 members of childcare staff. The majority of whom hold appropriate early years qualifications at level 3 and above, including four with Early Years Professional Status or Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 86 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the provision for supporting children's language and communication skills for those children who speak English as an additional language so they have more opportunities to see and hear their home language in their play
- extend the ways in which high quality practice is shared across the nursery, for example, embedding the use of peer observations and reflection on practice for practitioners, in order to enhance children's learning further.

Inspection judgements

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

Children thrive in this stimulating and good quality provision. They are greeted by friendly, caring practitioners and they arrive at the setting happy, confident and full of enthusiasm. They make independent choices from the wide range of toys and equipment and are provided with lots of opportunities to initiate their own play. Babies delight in splashing in coloured water, filling containers and pouring it through funnels. They sit in sand boxes and happily pick up the grains of sand and watch as it spills through their fingers. They use tools to dig, rake and sieve the sand. Activities such as these, support children's understanding of the world around them and encourage them to show an interest in exploring natural materials. Circle time gives children opportunities to come together as a group where they can further develop their social skills. Communication and language development is supported as children begin to join in with familiar nursery rhymes, and

they start to count along with practitioners during daily routines. This enables them to develop early number skills.

Older children's investigatory and exploratory skills are promoted through the use of computers, where they develop their hand to eye coordination as they navigate the mouse and use the keyboard to create different visual effects on the monitor. Outdoors, children dig in mud kitchens and examine insects they have found in the soil, discussing how worms wriggle and move. Practitioners encourage children to return them to the soil after looking at them, which helps children to understand about caring for creatures in the environment. Children in the pre-school room help to care for two pet guinea pigs, feeding and cleaning them under practitioner supervision. Also, to link with the theme of Easter, children eagerly await the chicks hatching from eggs, which they are currently observing in the heat tank. Children are developing awareness that print has meaning by looking through books available in cosy areas in each room and participating in stories. They are able to help themselves to a wide variety of mark making materials and express an active interest in being creative. Games, such as Easter bingo support children's understanding of counting, matching pictures and recognising colours by name, which help to develop their early numeracy skills. Practitioners have a good knowledge and understanding of how to promote the learning and development of children. The planning of the learning environment is linked to the seven areas of learning, ensuring that the educational programmes have depth and breadth across all areas. Planning is completed for each individual child, reflecting their interests and learning styles and they are provided with uninterrupted time to play and explore. As a result, all children are happy and motivated to learn and participate in activities. They play with resources that are meaningful and interesting, promoting their natural curiosity and eagerness to learn. For example, in the role play area children aged two- and three-years-old act out what happens when they visit the doctor or hospital. Children take turns to listen to each other's chest using stethoscopes and practitioners support them to discuss what is wrong and how to make their friends well again. Children use the doctor's kit to give medicine, use bandages and ask their patients to lie on the hospital bed while they get better. This promotes children's imagination as they re-enact everyday situations, learning new words and extending their thinking skills.

Comprehensive observation, assessment and planning systems are continually reviewed by practitioners to determine their effectiveness. The information gathered is used to inform future planning and ensure children's individual needs are planned for and addressed. Consequently, any identified gaps in children's learning are targeted to ensure these are narrowing and that children are making good progress towards the early learning goals, considering their starting points. Detailed information gathered from parents provides a secure base line for practitioners to identify children's starting points and meet individual needs effectively. Children are sensitively supported when moving into different rooms, resulting in them being confident learners ready to embrace new challenges and experiences. Parents are encouraged to contribute to their children's next steps in learning through frequent meetings with their child's key person and receive regular feedback on their child's progress. This enables parents to understand how to support their children's learning at home. They are also encouraged to contribute to children's learning journeys by recording activities or achievements from home and informing practitioners of their children's progress. Children's language and communication

is promoted throughout the nursery through songs, rhymes and story sessions. Practitioners sit alongside younger babies and provide a commentary to the activity children are involved in, using words to describe what children can see or feel. For example, as children delight in banging together pots, pans and spoons, practitioners talk about loud and quiet sounds, and encourage children to follow simple instructions such as stop and start. Practitioners are aware of children's individual needs and use various techniques to support language and communication development with children who are finding this difficult. Makaton sign language has been in use in the nursery for some time and recently practitioners have extended the use of this to ensure consistency in all rooms to further support children's communication skills. Practitioners have created communication friendly spaces in different areas in order to encourage children's talking and social skills and there are plans to further develop these spaces for children. Children with special educational needs and/or disabilities are well supported throughout the nursery. Practitioners introduce new resources to meet individual children's needs and specific practitioners work on a one to one basis with children at different times to ensure children's learning and development is well promoted. Practitioners demonstrate that they have a clear understanding of children's individual progress, records are in place of children's development level and practitioners support children's language skills by modelling new words and communicating clearly with children. However, there is scope to enhance the strategies in place for supporting children who speak English as an additional language so they can see and hear their home language in their play.

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

Children are welcomed into a bright and highly stimulating environment where they settle quickly and eagerly help themselves to toys that are readily available. Children are encouraged to make choices about which resources to choose from and whether they wish to spend time indoors or outdoors throughout the day. This supports them to become confident as they move around the nursery and explore, investigate and learn through their experiences. The effective deployment of practitioners and a successful key person system; enables children of all ages to form secure emotional attachments. The sensitive interaction of practitioners facilitates each child's ability to grow in independence, where reassurance can be sought, when necessary. During the admissions procedure children benefit from a home visit by nursery practitioners where they begin to forge a close bond. This is further developed during settling-in visits where children and parents are invited to stay for gradually increasing lengths of time to enable them to adapt in their own time. Detailed information is gathered from parents during this time, ensuring that practitioners are fully aware of children's individual care needs, interests, likes and dislikes. Therefore, children's sense of belonging is fostered and they settle well and enjoy the attention they receive. In addition, consistent, sensitive care provides a firm foundation for children and effectively supports the transition from home to nursery and the move into different rooms. Subsequently, children make a seamless transition in approaching new experiences or on to the next stage at school.

Children of all ages display high levels of confidence in social situations. Practitioners skilfully encourage them to play cooperatively from an early age. Babies are encouraged to participate in small group activities alongside their peers, such as joining in action

rhymes and exploring sensory play. This helps them to begin to develop an awareness of others. Older children share, take turns and offer ideas to others during their play which enables them to develop close friendships with their peers. Children understand the expectations of appropriate behaviour and follow simple rules of the nursery without being prompted. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals, such as Easter and Chinese New Year. They play with toys that reflect diversity, and practitioners use displays to reflect different cultures, enabling children to recognise and respect each other's differences. Gestures, signing and visual timetables are used effectively to enhance early language skills and support children with additional needs.

Children's understanding of safety is enhanced through controlled opportunities provided for them to take risks. They use tools carefully, whilst participating in a variety of activities, such as digging in the garden. Babies are supervised closely, enabling them to explore their environment safely. Older children are confident and independent as they develop a range of self-care skills, for example, washing their hands and wiping their nose, enabling them to become familiar with personal hygiene routines. They demonstrate how they put their own coats and wellies on to go outside and how they help to tidy up their environment by putting resources away. Babies identify their own pegs from their pictures and start to hang their hats and coats in the right places. Children from two years of age are encouraged to pour their own drinks of water from a jug and babies are reminded to access their drinks on a regular basis throughout the day. This helps children to understand about their own health needs. Children are able to rest in accordance to their needs and practitioners ensure appropriate hygiene routines are followed to protect children from cross infection. Children enjoy engaging in a variety of physical activities as they discover the value of physical exercise. They develop their coordination skills as they climb, balance and move their bodies in a variety of ways. The outdoor areas are well-resourced and used effectively by practitioners and children. As children can access the outdoor areas in all weathers by wearing appropriate clothing their individual preferences and learning needs are met. Children delight in exploring water, sand and soil in a variety of ways. Babies excitedly roll plastic balls down guttering pipes, collect them from the bottom and return them to the top to watch the path they will take. Babies and toddlers are supported to develop crawling and early walking skills through sensitive practitioner intervention and encouragement.

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

The management team display a good understanding of the requirements of the Early Years Foundation Stage. All practitioners have a clear understanding of safeguarding policies and procedures which helps to protect children from harm. They are fully aware of the possible signs and symptoms of abuse and the action they must take to manage any concerns they may have about children in their care. They all demonstrate a clear knowledge of who to contact. In addition, detailed information is displayed illustrating the procedures to follow and includes the relevant contact details. This effectively promotes children's welfare. All practitioners prioritise children's safety and are committed to providing an environment that is welcoming, safe and stimulating, where children develop

their confidence and enjoy their learning experience. Effective systems are implemented to identify and assess possible risks and practitioners take appropriate steps to prevent accidents, while enabling children to have the freedom to explore and learn safely. For example, daily checks of the premises, inside and outside are conducted and recorded and any potential hazards are removed. Resources and equipment are in good condition and are checked and cleaned on a regular basis.

Strategies for managing practitioners' performance are strong and incorporate robust recruitment and induction procedures. An effective training programme ensures practitioners are suitably qualified and have a high level of skills to progress children in their learning and development. Regular group meetings, supervision and appraisals all contribute to this effective team management process and the professional development of the whole team. The management team are continually seeking ways to improve practice and the quality of care. Consequently, a system of peer observations between practitioners to enable them to reflect on their practice has been recently introduced. However, this is not yet embedded across all areas of the nursery, in order to enhance practitioners' professional skills and to drive further improvement. The management team displays a good understanding of their responsibilities, in relation to meeting the learning and development requirements of the Early Years Foundation Stage. The strong leadership, commitment and drive to improve have resulted in clear targets for development and continuous improvement being fostered. As a result, all children are making good progress in their learning. The management team liaise with all practitioners on a regular basis to review and evaluate the delivery of the Early Years Foundation Stage. They continually reflect on their practice, the organisation of the environment and the use of observations, assessment and planning. This ensures that all practitioners are familiar and confident with the process and enables them to enhance current systems by introducing new ways of working to improve the outcomes for children. Practitioners demonstrate their clear understanding of how children learn and the importance of tracking their progress. This ensures any identified gaps in learning are addressed and targeted plans for intervention successfully implemented. For example, the recent changes in practitioners' placement and further enhancement of resources and strategies have been implemented to tackle the identified gaps in children's communication and language development. There are further steps to be taken to ensure this area is promoted to the highest potential for each and every child. Planning is completed for each child and parents are involved with the process. As a result, children's interests and preferred styles of learning are taken into account.

All practitioners are highly committed in promoting good relationships with parents, other settings and external agencies, which contributes to meeting children's needs. Practitioners have good relationships with parents who speak highly of the service and the care their children receive. They comment on the practitioners' commitment to helping their children settle in at the nursery, and their interest in children's individual needs. Daily verbal communication, along with regular meetings and daily comment sheets ensure that parents are consulted at every stage of their child's care and development. Parents are encouraged to share their comments, home observations and suggestions, and the information is used to inform activity planning, continuity of care and enables practitioners to meet the individual needs of children. Additional information is provided for parents through displays and leaflets to take home, keeping them fully informed about events. A

library system is offered where parents can choose to borrow a book to share at home with their children, or information books to support parents in various areas of childcare. Close liaison with local schools and external agencies ensures children's individual needs are met effectively; and ensures that children are prepared for their moves, both within the setting and on to school.

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	EY339800
Local authority	Sefton
Inspection number	870814
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	73
Number of children on roll	86
Name of provider	Cambridge Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	0151 282 5467

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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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