

Inspection of Fazakerley Children's Centre

Barlows Cp School, Barlows Lane, LIVERPOOL L9 9EH

Inspection date: 26 April 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Respectful relationships between staff, children and their families have been established at this inclusive setting. Staff use the expertise of families to embrace children's cultures and traditions and celebrate these within their curriculum. Children learn what makes them unique as they spend time looking at their family photos and discussing these together. Staff support children to have a positive approach to diversity and help them to feel that they belong and are represented in the nursery. Staff support children to play cooperatively as they teach them to take turns and value each other's opinions. There is a sense of fun as children excitedly take part in many role-play experiences together. As children build towers together, they discuss wearing helmets to allow them to build safely. Children behave well and are very welcoming of each other in their play.

Leaders create a curriculum that is ambitious and gives children a wide range of rich experiences. They have gathered the expertise of outside professionals to ensure that the curriculum is bespoke to the needs of the children. Leaders have identified what children need to know and what they want them to experience by the time they leave the setting. Overall, staff implement the curriculum well. Staff demonstrate exceptional skill when using their interactions to extend children's learning during play. Staff introduce new language and ask questions that encourage children to think and recall previous learning. Children make strong progress in their development.

What does the early years setting do well and what does it need to do better?

- Staff provide engaging experiences that support children to be active. They encourage babies to pull themselves up to standing to look into mirrors. As babies achieve this, they peep in the mirror and giggle as they see the reflection of staff. Older children use their strength and coordination to bowl with balls, dig for bugs and ride bicycles. Staff create challenges as they encourage children to crawl through hoops and under obstacles. Children make good progress in their physical development.
- The nursery promotes a love for reading. Babies snuggle up with staff and explore the pages of books as staff tell stories. Older children delight in sharing books together in cosy spots inside and outside. Staff encourage children to use books to extend their knowledge. For example, as children find bugs, staff encourage them to look for a book about bugs to find out more. Children search the pages until they find the 'Hercules beetle'. They share their new knowledge with their peers.
- Staff are skilful at supporting children's mathematical development as they interact with them. Children confidently use a range of mathematical knowledge in their play. For example, as children discover a tape measure, they measure

each other and recap how much they have grown. Children predict who will be the biggest and smallest and use language such as 'massive' and 'tiny' as they use their measuring skills.

- Staff complete regular assessments of children's development and identify any gaps in their learning successfully. The special educational needs coordinator has formed strong working relationships with other agencies. She is skilled at supporting children with special educational needs and/or disabilities (SEND) and ensures that children with SEND have specific strategies in place to meet their needs. Children with SEND are supported to make good progress from their starting points.
- Staff have established excellent relationships with parents. Leaders are proactive in recognising the difficulties families can face. They make good use of the services that are on site to ensure that all families receive the support they need. Consistency in children's care and learning is achieved through daily discussions between staff and parents, in addition to stay-and-play sessions and parents' evenings. Parents say that their children have made excellent progress with their development since they started at the 'amazing' nursery.
- Children's health is given the utmost priority by staff. Leaders share health messages, including oral health, with children and families and support them to register with dentists. Children are encouraged to drink lots of fresh water, eat healthy meals and rest. Older children have been taught the importance of washing their hands. They share how germs can 'make you sick'. Children are beginning to understand ways to keep themselves healthy.
- Leaders are extremely supportive of staff well-being. They have a clear understanding of staff strengths and areas where they can further develop their understanding of the curriculum. At times, staff are not as successful in implementing the intended curriculum, particularly during structured times of the day. For example, during mealtimes, some children wait for long periods of time for their food without staff engaging them in learning opportunities. Staff do not always consider how they can fully use these times to support children to continue to be engaged in purposeful learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to implement the intended curriculum consistently, including structured times, to help children to remain engaged in purposeful learning.

Setting details

Unique reference number	EY356074
Local authority	Liverpool
Inspection number	10339318
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	65
Number of children on roll	120
Name of registered person	The Governing Body of Barlows Primary School
Registered person unique reference number	RP902393
Telephone number	0151 233 3717 or 0151 233 3705
Date of previous inspection	11 July 2018

Information about this early years setting

Fazakerley Children's Centre registered in 2007. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, for 51 weeks of the year, excluding bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The deputy manager and the inspector carried out a joint observation during a group activity.
- Leaders provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the nursery with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke with the leaders about the leadership and management of the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

We carried out this inspection 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.

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