

# Staplands Day Nursery

Inspection report for early years provision

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**Unique reference number** EY310418  
**Inspection date** 02/04/2009  
**Inspector** Margaret Patricia Mellor

**Setting address** 176 Thomas Lane, Liverpool, Merseyside, L14 5NZ

**Telephone number** 0151 228 0507

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Staplands Day Nursery was registered in 2005. It is run by a private provider and operates from the ground floor of a residential property, situated in the Broadgreen area of Liverpool, Merseyside. Children use three nursery rooms for their care and learning. There is a secure, fully enclosed area for children's outdoor play. The nursery mainly serves the local area.

The nursery is registered to provide care for a maximum of 20 children aged under five years at any one time. It operates Monday to Friday from 08.00 to 17.30 all year round with the exception of bank holidays. There are 31 children on roll in the early age group aged from nine months to four years. They support children with learning difficulties or disabilities. They provide funded early education for three and four year olds.

The nursery employs six staff to work with the children. There are five staff with early years qualifications to level 3, and one working toward level 2. They receive support from Liverpool Early Years Development Child Care Partnership, and an early years teacher advisor.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are very happy in nursery, and are cared for in a welcoming and inclusive environment. Staff conscientiously safeguard children's health, but risk assessments are not sufficiently robust. They are very attentive to the children and plan a suitable range of activities to support their learning and development. Partnership with parents is a key strength, and effective sharing of information significantly contributes to children's individual needs being met very well. The manager shows some commitment to maintaining continuous improvement by addressing most recommendations of the previous inspection. They are beginning to identify strengths of the provision and areas for future improvement, and recognise that the procedure for promoting better outcomes for children is in its early stages.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- exploit the mathematical potential of the indoor and outdoor environments, for example, enabling children to discover things about number through practical situations, such as, numbering parking spaces for wheeled toys
- improve the range of resources that support children's awareness of technology, and diversity in the wider community
- continue to develop risk assessments to include assessing potential risks to children or adults from the unprotected fluorescent tubes and if the risk is significant taking action to minimise this
- continue to develop the provision's self-evaluation to include the views and

thoughts of parents.

## **The leadership and management of the early years provision**

The nursery is managed sufficiently well to promote children's welfare and learning. Most staff are qualified in early years, and welcome input from the early years teacher advisor and attendance at training events to improve their knowledge and skills. They are familiar with Early Years Foundation Stage, and demonstrate a sound understanding of how children learn and develop through play. They plan a suitable balance of child-initiated and adult-led activities, and recognise some gaps in the outdoor provision, for instance, a vegetable garden to extend children's awareness of healthy eating. They organise the nursery rooms to create an inviting environment where children can access resources of their choice. All children are included in the activities and happily engage in their play because staff provide appropriate adult support and respond very well to their individual needs.

Children's health is safeguarded well, for example, all staff have a relevant first aid certificate, and have also accessed 'Sudden Infant Cot Death Syndrome' and 'Food Safety' training. Procedures for nappy changing, wiping down surfaces and cleaning the toys are consistently followed, helping to prevent the spread of cross infection. Children enjoy healthy and nutritious meals and snacks, and effective information sharing about dietary requirements ensures that they remain healthy. Staff understand the procedures for safeguarding children and keeping them safe from harm. Sleeping babies are carefully monitored, and daily safety check helps minimise hazards to children. However, risk assessments lack some aspects that need to be checked and reviewed, for example, unprotected fluorescent tubes. All the regulatory daily documentation, such as, accident and medication records are appropriately maintained and organised.

Parents are kept well informed of all child care arrangements because they are given an information pack with written policies as part of the enrolment procedures. Every child has a key-person who works closely with parents to identify children's individual needs, and their starting points, which helps them settle in. Regular discussion with staff, day diary sheets to take home and regular newsletters keeps parents well informed of their child's progress and activities. The manager is keen to improve the quality of provision offered, for instance, since the last inspection they have improved the children's educational programme, and safety with the provision of socket covers. Future improvements include providing a computer to extend children's awareness of technology, and revisiting a previous recommendation relating to children's privacy when using the toilet. They are beginning to consider how they evaluate the provision, and are liaising with staff and an early years teacher advisor, but are not yet considering the views and thoughts of parents.

## The quality and standards of the early years provision

Children are making steady progress toward the early learning goals, and successful partnerships with parents ensures that children's individual needs are met very well. For example, group activities are organised so children can copy actions to rhymes, and key person support when reading and sharing books together, encourages imitation and repetition of words and sounds. Starting points, ongoing observation and Early Years Foundation Stage practice guidance help the child's key person to identify and plan for the child's next steps of learning and achieving. This helps children reach their full potential. Planning includes topics, and provides a suitable balance of child- initiated and adult-led activities. For example, children happily engage in small world play or construct with blocks, and daily plans show opportunities to join in creative play. Interests in the Capital of Culture events children go to with their parents are well supported by staff, for instance, children create their own 'Superlambanana's' and 'La Princess' spiders.

Creative development is promoted well through a variety of media. Children build up a repertoire of rhymes, explore sand and paint, and re-enacting their experiences through role play helps them make sense of the world. Singing number rhymes provide worthwhile occasions to support younger children's awareness of number, and they begin to learn simple mathematical concepts such as full and empty during water play activities. Older children consistently count to 10, and problem solve and use reasoning and calculation with confidence in both planned activities and daily routines. However, the indoor and outdoor environments are not rich in numerals. During play babies communicate with smiles and chuckles and begin to mark-make with simple tools or their fingers whilst playing in the sand and gloop. Children show obvious enjoyment when singing rhymes, and confidently retell the story of 'Goldilocks' using puppets as props. Staff also help older children learn to recognise letters and write simple words, contributing to skills for the future.

Children are afforded ample space for rest and active play, and freely choosing resources that appeal to their interests from the low level toy boxes, promotes confidence. Babies love to explore the many different tactile and textured materials using their senses, and toddlers begin to make connections as they play with the interactive toys. Children gain good levels of independence helping themselves to drinks or setting the table for lunch, and develop skills in self care, such as independent hand washing. Staff help children to become aware of keeping themselves, for instance, road safety on walks in the local area, and planned activities, when practicing fire evacuation. Making soup or joining in fruit tasting sessions nurtures children's awareness of healthy eating. Outdoor play is part of the daily routine and a particular favourite with the children. Running in the fresh air, peddling wheeled toys and learning to pass balls and negotiate obstacle courses promote their coordination and physical skills.

Children are very happy in nursery, and displaying their paintings and contributing to end of day story book fosters their sense of belonging. Babies relish staff's close contact when playing with the toys, and reassuring cuddles helps them to feel secure. Staff's kind words of encouragement and praise, and being special helper

of the day helps children feel good about themselves, reflected in their happiness and confidence. Children become aware of their local area and visits to the park or museum are enjoyed by all. They learn about living things as they feed the goldfish and water the daffodil bulbs they grow for Mothers day. Charitable fundraising events staff organise with them also helps children learn to care for others. However, children's awareness of the wider community is not fully promoted because multi-cultural toys and positive image resources reflecting disability are not broadly incorporated in the range of play materials.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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