

# Mossley Hill Childcare

Inspection report for early years provision

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**Unique reference number**

EY344957

**Inspection date**

04/06/2010

**Inspector**

Michele Anne Villiers

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Mossley Hill Childcare Nursery is run by Mossley Hill Childcare Limited. It opened under the new company name in 2007. It operates from three play rooms in a converted bungalow. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area on the outskirts of Liverpool. It is open each weekday from 8am to 6pm, all year round.

A maximum of 40 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 64 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities.

There are 12 members of staff, all of whom hold appropriate early years qualifications. One member of staff is working towards Early Years Professional Status and four staff members are qualified to level 4. The setting provides funded early education for three and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children progress well because staff enthusiastically motivate them and provide interesting and challenging play opportunities. The children's individual needs are met and good systems are in place to monitor their progress. The premises are safe and secure, and resources suitably deployed, although some areas are poorly maintained. The partnerships with parents and other professionals are well established to ensure good continuity of care. There is a strong commitment to maintaining continuous improvement and the manager effectively evaluates the provision, identifying areas for improvement.

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

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

- develop further the initial identification of children's learning needs with the support from parents and carers
- ensure the premises and equipment are clean and do not pose a health hazard to children.

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

Good staff recruitment and vetting systems are in place, along with child protection procedures in order to help safeguard children. All visitors are closely monitored and surveillance cameras are positioned throughout the nursery. The environment

is welcoming for children and a wealth of information is displayed for parents. However, some areas pose a possible health risk. For example, the waste bin in the milk room is not always covered, and the wall behind is heavily stained with spillage, risking the attraction of flies in warm weather.

Staff work closely with parents, colleagues and other agencies to provide additional support to individual children and promote inclusion. There is a strong commitment from the manager to implement change and improve outcomes for children, and staff training is very much encouraged. There are clear and accessible channels of communication for parents, with opportunities for them to attend parent evenings and social events, such as the annual garden party. All recommendations from the previous inspection have been met. Staff now monitor the temperature of refrigerators and the rooms where babies sleep. They have also purchased a greater range of toys and resources, and use planning well to ensure all children receive a well-balanced range of activities.

## **The quality and standards of the early years provision and outcomes for children**

Staff enthusiastically motivate the children's learning and there is an effective key worker system to oversee the children's individual needs. The play rooms are well organised, enabling children free choice and easy access to toys. Outside, staff have created interesting sensory areas for children to explore using natural materials, such as stones, slate, sand and soil. Staff provide a good balance of adult-directed and child-initiated play, and monitor the children's progress through observation. They record their findings in children's achievement files. Initial profiles are obtained through discussion with parents and 'All about me' records on the children's likes and dislikes. However, the recorded information does not always clearly identify the children's abilities on entry to the nursery.

Children happily interact with staff and confidently explore their environment. Babies and young toddlers respond with gestures, such as smiling and chuckling. Children enjoy creative activities and toddlers have fun splashing in water play. Children demonstrate good concentration as they complete puzzles and listen to stories. They learn to share and take on roles of responsibility. For example, monitors are chosen each day to set the tables at lunch time and call out the other children's names. Many opportunities are provided for children to mark-make in order to foster their emerging writing skills. On arrival, children self-register, finding their name cards, and at 'circle time' they discuss events and sing songs. Pictures are used alongside the written word to reinforce the children's learning that print carries meaning.

The children's mathematical skills are fostered well and they count and calculate during play. Toddlers count how many balls they roll along the floor and older children calculate how many sun hats are required. Number cards are used at meal times, helping children with number recognition. Children access a computer and different programmable toys, becoming familiar with information and communication technology. They learn about their culture and the culture of others, and the employment of men in the nursery provides children with positive

male role models.

Healthy lifestyles are encouraged. Children have weekly 'Baby yoga' sessions and outdoor play is part of the daily routine. Outside, they use their imagination well, making dens behind trees and bushes and setting up a picnic area. They relax in child-size deckchairs and forage for leaves and grass to use as pretend food. Children learn to be safety conscious during play, and are encouraged to contribute to the risk assessments by reporting any broken toys to staff. A healthy, nutritionally balanced diet is provided and children follow appropriate personal hygiene routines. They show a strong sense of security and form close relationships with staff, helping them to feel safe.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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