

# Auckland House Day Nursery

Inspection report for early years provision

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**Unique reference number** EY408483  
**Inspection date** 27/09/2010  
**Inspector** Jean Thomas

**Setting address** Auckland College Independent School, 65-67 Parkfield  
Road, Aigburth, LIVERPOOL, L17 4LE  
**Telephone number** 0151 727 0083  
**Email** info@aucklandcollege.com  
**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*.

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## Description of the setting

Auckland House Day Nursery was registered in 2008 and re-registered under a new organisation in 2010. It is attached to Auckland College Independent School, situated in the Aigburth area of Liverpool. Children use four rooms for their care, learning and development. There are two secure, fully enclosed areas for children's outdoor play. The nursery is open 51 weeks of the year Monday to Friday from 7.30am to 6pm.

The nursery is registered on the Early Years Register. A maximum of 42 children may attend the nursery at any one time. There are currently 60 children from birth to under five years on roll. Funding for early years education is in place for three and four-year-olds. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 12 members of staff of whom eight hold early years qualifications and two hold the Early Years and Education degree. Additional staff are employed for cooking, cleaning and administration.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team create a welcoming and inclusive environment for children. Children are happy, secure and motivated to play and to learn. Children's personalised planning is in place to support their progress towards the early learning goals. The strong partnership developed with parents enables staff to effectively meet children's welfare needs. The nursery maintains continuous improvement, as management, staff and parents reflect on the practice and identify areas for development.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure there is at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare) 11/10/2010

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

- ensure consistency in the implementation of the observation and assessment systems across the six areas of learning.

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

Children are safeguarded through effective procedures implemented by the management and staff. There are robust recruitment and induction procedures to check person's suitability to work with children. Staff have a good understanding of safeguarding procedures and possible indicators of abuse and neglect. Comprehensive risk assessments are completed to minimise hazards to children both at the nursery and on outings. However, on occasion there is not a qualified first aider accompanying the children on outings as legally required.

The management team and staff are committed to the continuous improvement of the provision. Targets for the future development are clearly prioritised. Parents are involved in the self-evaluation process. Improvements have been made since registration, such as purchasing triple buggies to increase opportunities for the younger children to benefit from outings into the community. A baby sensory room has been introduced. The purpose of the room is to stimulate young children learning through exploring and investigating a wide range of textured resources. The room is fitted with a colourful lighting system and attractive moving pictures are electronically projected onto the wall.

The nursery is inclusive and children are valued and cared for as individuals. Staff work closely with parents to support children's individual needs. For example, staff sought guidance from parents whose children are bilingual to learn key words, familiar songs and to loan other resources which reflect the dual languages. All rooms are thoughtfully set out to create an enabling environment for children where they can freely access a wide range of resources. The nursery makes effective use of local toy and book lending facilities to offer children a varied and challenging range of resources. These include resources which help children to learn about the wider world. Staff aim to nurture children's understanding of sustainability through discussion and activities, such as using recycled materials in craft work.

Strong partnerships with parents are established. Parents are encouraged to be involved in their child's learning. They are able to participate in activities with their child in their child's designated playroom. Regular parents meetings enable key persons to discuss children's progress and to formally share their child's learning journal. These records are available to parents at all times. Staff actively invite the ongoing sharing of information to ensure children's individual needs are well attended. Parents comment highly about the provision and state that they are pleased with the progress their children are making. Secure systems are in place for supporting children with special educational needs and/or disabilities. This involves working with other professional agencies and schools. The effective links with the school supports the nursery children's smooth transition to school life.

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

The children are settled, confident and interested to learn. They eagerly and enthusiastically participate in a wide range of activities and play opportunities. In line with the expectations of the Early Years Foundation Stage children have opportunity to experience a balance of child-initiated and adult-led activities to support their learning and development. Children have good opportunities to follow their interests, develop their own ideas and practise skills. Consequently children demonstrate deepening levels of concentration as they pursue activities which sustain their interest. Children make good progress. Observation, assessment and planning systems support individual children's progress towards the early learning goals. However, there are a few inconsistencies in the systematic approach of observation and planning across the six areas of learning.

Children are confident communicators. The promotion of language development is intrinsic in all aspects of the nursery life. Staff respond to babies vocalisation. Children have plenty of opportunities to practise their speaking and listening skills through their close interaction with staff and other children and involvement in activities. From an early age they show a strong interest in books. Each care room has a comfortable book area where children relax and enjoy looking at books either independently or as a shared experience with staff and friends. Children of all ages enjoy mark-making using a variety of materials, such as chinks, paints and sand. Older children participate in Spanish language sessions which further enhances their communication skills. Mathematical concepts are reinforced in daily activities and play. Children use mathematical language without prompt from staff, for example as they count construction blocks and compare quantities in sand play. Babies explore play materials which involve lifting flaps and pushing buttons as an early introduction to technology equipment. Older children develop computer skills, having good control of the mouse to operate computer functions. Communicating, literacy, numeracy and information and technology are promoted well, which has a positive impact on children's future well-being.

Children enjoy the nursery's outdoor play areas. There is space for children to pursue energetic activities and develop their physical skills. Staff plan for outdoor learning, such as growing plants. Outings in the local community help children to learn about the world around them. Staff use these outings to raise children's awareness of road safety. Children's understanding of healthy eating is promoted through planned activities, such as baking and the provision of a nutritionally balanced diet. Meals are prepared and cooked on site. Children develop a trusting relationship with staff. Their sense of security and belonging forms the basis for their learning and development. Children are extremely well behaved and show consideration towards adults and each other. Children's behaviour is effectively supported by staff who are positive role models.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

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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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