

# Atherton House School

Inspection report for early years provision

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<b>Inspector</b>	ISP Inspection
<b>Setting address</b>	6 Alexandra Road, Crosby, Liverpool, Merseyside, L23 7TF
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Atherton House School is a privately owned nursery. It has been registered since 2006 and operates from semi-detached property. Children have access to facilities on all two floors of the building. There is an enclosed outdoor play area. The nursery is in a residential area in Great Crosby, Liverpool. It is open each weekday from 8am till 5.45pm, throughout the year, excluding bank holidays and between Christmas and New Year.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend the nursery at any one time. There are currently 84 children aged from birth to under five years on roll, some in part-time places. The nursery provides funded nursery education places for three and four-year-olds and supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are 23 members of staff, 16 of whom hold early years qualifications to at least Level 2. There are four members of staff whom hold degrees within Early Years and two members of staff whom hold Early Years Professional Status (EYP).

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

Overall the quality of the provision is good.

Staff have a well-developed understanding of children's individual needs, therefore their learning and welfare are successfully promoted. Children are safe and secure, and robust documentation and procedures are in place to maintain their safety. Exceptional partnerships with parents and other agencies are significant in making sure that the needs of all children are met, along with any additional needs. This means that the children progress well in relation to their age, ability and starting points. Meticulous self-evaluation by the management, staff and parents makes sure that priorities for development are identified and addressed.

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

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

- review the environment to which babies rest and sleep
- review staff deployment to ensure highly qualified staff are effectively deployed around the setting.

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

Children are thoroughly safeguarded because staff have a secure understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. Robust recruitment and selection procedures are in place and

continued suitability is monitored effectively. All the required documentation is in place. There are comprehensive policy and procedure documents in place which are shared with all staff and parents. Extensive risk assessments are in place to ensure the safety of all. The management team has high aspirations for quality. The staff team are highly qualified and experienced, and good ratios of staff to children are maintained. The staff team share a common sense of purpose and are keen to share innovative ideas and their good practices. A strength of this setting is the forward thinking and careful planning that lead to well-chosen areas for further development. Improvements have had a beneficial impact on children's welfare and development, and a positive impact on the very good quality of the setting. Plans for the future, in particular the outdoor play area, are extremely well targeted.

Children play in a bright and airy setting. Examples of children's work and commercial posters adorn the walls and hang from the ceilings. Resources are plentiful and well organised to allow ease of access, with drawers being labelled with words and pictures. Resources and posters showing positive images of diversity are in place to develop children's awareness of the world in which they live. Staff are generally well deployed and move around the rooms to support learning at the various activities.

As a fully inclusive setting they welcome all children. Close monitoring of children by key carers enables early identification of additional needs. They work closely with a number of other professionals including speech and language therapists, special needs coordinators and other medical professionals. This ensures children's needs are exceptionally well met and supported. Partnerships with parents are exceptionally well established. Parents are highly complimentary about the information they receive and how their comments are valued and acted upon including an end of year review being wrote in English and Portuguese and an excellent DVD being made for a parent away in the armed forces. This is also enhanced through the parent forums and information is shared on topics such as baby massage, child health issues, playing and learning together and behaviour. Staff and parents share a wealth of information during the flexible settling-in periods in each of the rooms and this is used exceptionally in providing individual care for their child's needs. There is a daily information exchange, both in writing and verbally. Regular updates through daily diaries and the learning journals help to keep parents and carers involved in their child's learning and progress. Partnerships with other agencies are very well used to support individual needs. Staff and management use information gained from other professionals to ensure children's care and learning is tailored to their individual requirements. Teachers from local feeder schools are invited to the nursery to meet children and families to help assist in choosing a future schools for their child. Excellent and regular information is shared for children who attend more than one setting to ensure continuity and progression.

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

Observation, assessment and planning are well established. Clear tracking of children ensures staff have a very clear picture of progress and can identify any additional needs early. This means early intervention is in place so that all children have an equal opportunity to succeed and the achievement gap is narrowed. Observations are well used to plan activities which are both stimulating to the children and provide for their next steps. Children are happy and contented in the nursery.

Behaviour is good and staff use a range of strategies for managing their behaviour, including incentives such as being the 'kind hands' helper. Children learn to share and take turns and staff are close by to help them to resolve any issues. Children across the nursery have a strong sense of belonging because staff know their needs and celebrate their achievements. Children are safe and secure and older children clearly know the boundaries, for example, they know to walk in single file and hold the banister when accessing the stairs.

Children are cared for in an environment kept clean through stringent hygiene practices. Nappy-changing and rest arrangements are particular to each child, both in timing and in practice, although most babies sleep outdoors under shelter in prams as there are only a few cots indoors. Children are taught the importance of good personal hygiene. Children eat good healthy, home-produced meals and snacks and regularly help themselves to drinks when they are thirsty. Activities, such as tasting different fruits with the cook, teach them about healthy food choices. Parents are also supported with helpful leaflets on suggested nutritious meals and how to promote good dental care. Children enjoy regular fresh air and exercise. The outdoor play area has recently been developed and provides innovative activities and opportunities for children.

Children love to share stories in the book corner. They read to their peers and ask staff questions about the pictures. Children are captivated with the skilful, animated story telling of staff. There are plenty of opportunities to make marks, particularly in the well used mark-making areas, but also in role play and sand play. There are many activities which support an understanding of number. Children count as they stick leaves to pictures and when reading stories or playing games on the computer. They talk about shapes when building with blocks and talk about whether there is enough space when tidying away.

Children gain an excellent awareness of diversity through many activities. For example, they are inspired by displayed photographs and a wide range of books and imaginative play resources. Children participate in many diverse activities which are enhanced through parental involvement, including stories and singing in Spanish.

They plant seeds and watch them grow and harvest their crops to use at meal times. Their information, communication and technology skills are well developed and there are ample resources across the nursery. Younger children delight as they press a button and watch the lights flash and older children are becoming competent with cameras, keyboards and the mouse. Children thoroughly enjoy

dressing up and being in the various role play areas, especially the toddlers as they make rows of chairs for a bus as they pretend to go to the park and sing the nursery rhyme 'the wheels on the bus'. There are many opportunities for children to be creative, for example, children mix two colours together, watching as they magically change into another colour. Positive interactions from staff support their learning effectively.

## 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
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