

# Spring Park Nursery

Inspection report for early years provision

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**Unique reference number** EY262887  
**Inspection date** 24/07/2012  
**Inspector** Margaret Mellor

**Setting address** Muirhead Avenue East, Liverpool, Merseyside, L11 1ER

**Telephone number** 0151 226 8600

**Email**

**Type of setting** 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

Spring Park Nursery is one of two nurseries run by Spring Enterprises NW Ltd and was registered in 2003. It operates from three playrooms across two floors in a purpose built premises situated in the Croxteth Park area of Liverpool. Access is via a ramp to the main entrance. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round with the exception of bank holidays. Sessions are from 7.45am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 88 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 95 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language.

The nursery employs 17 members of child care staff. Of these, all hold appropriate early years qualifications. Two staff also have an Early Years Foundation degree and another is working toward Early Years Professional Status. Additional staff are employed for food preparation. The nursery receives support from a quality improvement advisor. It is a member of the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in this caring and mostly well-equipped provision that positively promotes diversity, good behaviour and independence. A meaningful partnership with parents ensures that children's needs are routinely met through recognising the uniqueness of each child. Good emphasis is given to the promotion of children's welfare, and partnerships in the wider context are mostly good. Well-developed knowledge aids the staff to plan enjoyable activities and children make good progress in their learning. Previous recommendations have been tackled effectively, and the processes of self-evaluation that aids planning for future improvement are good.

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

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

- improve links with other settings delivering the Early Years Foundation Stage to promote good quality education and care for each child
- provide a range of large play equipment that offers challenges to children at different levels of development.

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

Children move freely and with confidence in the provision. Robust vetting procedures ensure adults' suitability. The staffing ratios, along with qualifications that exceed requirements, ensure that they are supervised well. Staff demonstrate a good understanding of the supporting safeguarding policies and procedures should they have any concerns about a child in their care. Regular risk assessments and daily premises checks ensure that risks are managed effectively. All the daily documentation is maintained and improvements to the recording of medication and attendance contribute to the safe management of the provision. The provider has also met their legal requirement by notifying Ofsted of a significant event. Children are also protected as most staff have a valid first aid certificate and good hygiene practices helps to minimise the risk of cross-infection. Welfare of children is further enhanced through nutritious meals freshly prepared by the cook along with good opportunities for fresh air and exercise.

Notice boards and discussion provide parents with good quality information about the policies, procedures and childcare in general. Settling-in sessions are offered and 'all about me' booklets encourage the sharing of information when children first attend. Therefore, children's individual needs are respected through effective key person support and they make good progress in relation to their starting points. Daily diary sheets, discussion and open evenings keep parents well informed about their children's welfare, achievements and progress. Therefore, parents are able to continue children's learning at home. Parents comment that they are very happy with the quality of provision and the caring environment. Previous experience of working in partnership with parents and a speech and language therapist to support children's individual needs further ensures an inclusive environment. Story times and learning journals are supporting children's transition to school. However, liaising with other provisions delivering the Early Years Foundation Stage for children is not fully embraced in practice. Therefore, children's continuity and progression across environments is sometimes impeded.

Children thrive because the management are using a formal self-evaluation document. This is effectively supported through parent questionnaires, engaging with children and staff along with regular reviews by the quality improvement advisor. Improvements to the planning and assessment arrangements, following a previous recommendation, has greatly enhanced the overall quality of provision. Plans for future development that will further improve outcomes for children are well targeted and planned for. These include implementing revisions to the Early Years Foundation Stage, an allotment and doors on children's toilets. Good use of space and resources help to create an enabling and inclusive environment for all children. Management are also committed to the provision of sustainable resources and staff's professional development.

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

Children make good progress across all areas of learning in relation to starting points and capabilities. The key person supports them appropriately and a suitable range of resources meet most of their developmental needs. Therefore, children participate in purposeful play and exploration. A wide variety of child-initiated activities means that they are thoroughly engaged in their play. Activities planned by staff, such as baking, are enjoyed by all and a visit from the police contributes to children's awareness of safety. The key person is also very skilled at enhancing children's interests. Adding resources to small world play is supporting children's fascination in dinosaurs and stimulating their imagination and creativity. Every child has a learning journal and sensitive observations are completed by the key person. These are used effectively in conjunction with the Early Years Foundation Stage Practice Guidance to assess and plan for their next steps in learning. Therefore, children make good progression towards the early learning goals.

All children thoroughly enjoy their play and the open-ended resources that are easily accessible enable them to become active learners. Babies eagerly explore their surroundings and enjoy musical toys. They communicate with gleeful chuckles as they press buttons or shake toys to create sounds, which stimulates their senses. Children immerse themselves in fantasy as they cook in role play activities and this aids them to make sense of the world. Mark making is relished across the age range and, while practising their early writing skills, older children make some recognisable letters, such as their name. Outdoors, children have great fun freely experimenting with quantities and measure in water play as they fill and empty different sized containers. In key group activities children confidently explore colour, shape and pattern as they paint stripes and spots to create butterflies. This means that they are making good progress in their mathematical development and early communication skills are also supported well. Parents write about 'Georgie' the monkey's exploits with the family and at circle time open-ended questions help children to discuss and reflect on events with confidence. Exploring technology and developing mouse skills on the computer develops skills for the future.

Children are well-behaved and thoughtful because all staff are good role models for their behaviour. Toddlers are helped to share toys and children learn to take turns to talk at story time. Children become aware of good personal hygiene because staff explain why hand washing is important. As a result, they confidently demonstrate and tell adults how washing between fingers gets rid of germs. Children develop good skills in independence and serve their own vegetables to have with the cottage pie. This helps them to make healthy choices about what they eat. Indoors, cosy spaces enable children to enjoy a quiet time looking at books, and outdoors there is plenty of space for them to be exuberant in their play. Toddlers confidently climb low level steps on the slide and children respond with gusto while peddling wheeled toys. The large play equipment, however, does not provide consistent challenge for the older more able children. This means that opportunities to practise or extend their physical skills is sometimes less well supported.

Children enjoy a warm relationship with staff that are very caring and attentive. Good key person support and consistent words of praise helps children learn what they have done well or achieved. This promotes their emotional well-being and helps them to have a good feeling of safety. A stimulating display of butterfly paintings values children's contribution to the welcoming environment. This further boosts self-esteem which is evident in their happiness and confidence. On enjoyable walks children become aware of the local park and participation in a 'Big toddle' event helps them to play a part in the wider community. Children are also helped to understand about others cultures. Welcome posters are displayed in different languages around the nursery and they make mendi patterns for Diwali. Joining in play with children from other ethnic backgrounds, along with weekly Spanish sessions, further aids them to understand and embrace differences.

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

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

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