

Old School House Nursery

Thomas Lane, Liverpool, Merseyside, L14 5NX

Inspection date

Previous inspection date

26/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The staff team have a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. A good variety of play, discussions and group activities promote children's learning.
- The manager carries out regular performance monitoring. This ensures that each member of staff has an individual training and professional development plan that motivates them and improves practice.
- Children are happy and keen to learn. They show good levels of independence and imagination and have good relationships with each other and members of staff.
- Partnerships with parents and other professionals are well established to support children's development.

It is not yet outstanding because

- Children's engagement in learning is occasionally interrupted to tidy away activities.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities across the setting throughout the day.
- The inspector spoke with the owner and the manager and made observations of children.
- The inspector viewed all relevant documentation.

Inspector

Sandra Harwood

Full Report

Information about the setting

The Old School House Nursery was registered in 2012. It is run by Knotty Ash Nurseries Limited in the Knotty Ash area of Liverpool. It was previously registered with the current owners since 2005. Children use five nursery rooms for their care and activities. There are enclosed gardens for children's outdoor play and the nursery serves a wide catchment area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm for 51 weeks a year. There are currently 69 children on roll.

The nursery employs 21 staff to work with the children, all holding relevant qualifications from level 2 through to level 6. A cook is employed for food preparation. The setting has a five star hygiene rating. Staff receive support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- ensure that all children have the time and freedom to become deeply involved in activities. Keep these activities out instead of routinely tidying them away.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children across the age ranges clearly display their enjoyment within the setting as they explore and play happily. Throughout the setting, well-organised and attractively laid out rooms, support all the children to make choices and decisions about their activities. Low-level units means that babies and toddlers independence is enhanced as they ably help themselves to the range of resources. For example, the babies explore the 'Treasure Baskets' and the investigation corner in the pre-school room, helps the children experiment and explore with a range of natural materials and smells.

All staff have a good knowledge and understanding of how to promote learning and development in young children. An effective balance of child-initiated and adult-led activities and experiences ensure that all seven areas of learning are effectively supported. For example, the children confidently ask for equipment to extend their own learning after they have conducted an experiment of changing the colour of water. The staff member follows their lead and skilfully extends their thinking and language by talking about animals and their homes in the water. A dedicated mathematics area in the pre-school and visual support around the setting, helps to promote children's understanding of numbers and shapes through jigsaw puzzles and an abacus. Singing and number rhymes also enhance this across the age ranges. Staff place priority on communication development as they are aware of the importance of communication as a tool for all learning. Training, which has been cascaded through the setting, helps the staff to identify and support children's individual needs.

Staff are aware of the importance of involving parents in their child's learning. They encourage parents to read to the children through the introduction of home reading bags, with books and props to support them. Good communication procedures give

opportunities for parents to understand and learn about the requirements of the Early Years Foundation Stage. The use of 'All about Me' information and the sharing of learning journals supports both children and their families.

Children are keen and interested and display characteristics of effective learning. For example, in the toddler room, they display high levels of concentration as they paint and use glitter. One child expertly pours the glitter and watches it as it piles up on the paper, she explores this as she pours it onto her hand and then onto the paper, she repeats this over and over. Older children are given the choice to listen to the story or choose their own books to read. Babies show cooperation as they sit with construction materials and interact with each other and the staff. Occasionally, staff interrupt children's learning to tidy up or change activities. This impacts on children's independent learning and motivation.

Staff monitor children's individual progress using the 'Development Matters' guidance to ensure that they meet the expected levels of development. Key persons plan, observe, record and identify next steps for individual children. Assessment across the ages is carried out consistently and staff use this to provide continuous provision that supports children's interests.

The contribution of the early years provision to the well-being of children

An inviting, welcoming and well-resourced environment, both inside and outdoors, awaits all children and promotes their development and well-being. The range of experiences support and develop children's growing independence and cooperation. For example, the pre-school children collect their own plates, cups and cutlery, choose where they wish to sit and serve themselves at mealtimes. Babies and younger children are encouraged to play together with support from staff.

All children show a strong sense of belonging and security within the setting. All the children interact confidently with all staff members as well as their key person. For example, babies, who are beginning to walk independently seek reassurance from all staff when they fall down. A toddler takes their key person by the hand as they invite them to join in their game with the dolly. Pre-school children enjoy conversations with the staff and are confident to make their needs known.

Children are given clear messages to ensure that they develop a good understanding of a healthy lifestyle. Freshly cooked meals on the premises are provided daily and children's dietary needs are fully met through discussions with parents. A programme of yoga and dance enhance indoor physical development. Outdoors, the older children access a range of wheeled toys and a variety of equipment to help their physical development. Babies and younger children enjoy the opportunity to explore the range of equipment in the garden. Pre-school children grow and use their own vegetables and fruit. Gentle music and quiet time for all children, helps them understand the need to rest their bodies. Staff encourage the children to take safe risks. For example, older children access crates and tyres to explore while babies and younger children use soft play equipment to balance, climb and

ride on.

Staff are well deployed and play and interact at the children's level. They provide clear and age-appropriate guidance about what is acceptable behaviour, for example, babies are gently encouraged to be kind and share, older children are reminded about having 'kind hands'. Relationships at all levels are strong and children learn to respect and tolerate each other's differences.

Children are well prepared for their next steps in learning because strong links with the local school support the older children's transitions. Younger children and babies are prepared for transition within the setting and to their new key person, through visits to the room and input from parents.

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

Children's safety and protection is assured because the owner and manager have a secure knowledge and understanding of safeguarding. Ongoing safeguarding training ensures that all staff have a good knowledge of child protection issues and the procedure to follow should a concern arise. Robust recruitment and induction processes are securely in place and ensure support for new staff. The use of a fingerprint recognition entry system further supports children's safety. Children's care, welfare and learning are enhanced by the effective, caring way the setting is led and managed.

An effective and well-established programme of professional development is helping staff to improve their knowledge, understanding and practice. This, along with regular supervision, team meetings and one to one support means that the manager is continually informed of children's progress. This means that children are well supported to work towards the early learning goals.

The setting is committed to working in partnership with other providers and external agencies to ensure that all children and families are given the support, which they need. Partnerships with parents are a key strength within the setting. Views about the setting are sought and valued through questionnaires, a suggestion box and continual dialogue. These views and those of the staff, feed into the setting's self-evaluation form, which is used to effectively identify areas for continuous improvement. Parents spoken to were highly complimentary of the staff and setting with comments, such as 'They really care', 'They work hard to make sure the children learn'.

A curriculum coordinator and manager monitor the learning programme to ensure that the experiences and activities on offer support children to progress well through their learning and developmental stages. Support for staff ensures that planning and assessment is consistent and supports children's individual identified needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443860
Local authority	Liverpool
Inspection number	797842
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	69
Name of provider	Knotty Ash Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	01512288255

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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