

# Liverpool Nurseries Greenbank

57A Greenbank Road, Mossley Hill, Liverpool, L18 1HG

## Inspection date

Previous inspection date

07/11/2012

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 thoughtfully planned playrooms create enabling environments for all ages of children, promoting independence and engaging children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Staff have high expectations for children. They provide interesting and challenging experiences which ensure all children make good progress in their learning and development.
- Children are happy and enthusiastic in their play and are developing a positive attitude towards learning.
- There is a strong commitment to improving the nursery provision through setting clear targets and developing action plans.

### It is not yet outstanding because

- There is scope to improve the use of the outdoor environment to promote the physical development of the very youngest children.
- Staff overlook opportunities to further consolidate aspects of children's language development.

## 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 in each of the play rooms, the outside learning environment and viewed equipment.
- The inspector held meetings with the manager of the provision, the deputy manager and held several discussions with members of staff.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection.
- A joint observation was carried out by the manager and the inspector.

## Inspector

Jean Thomas

## Full Report

### Information about the setting

Greenbank Day Nursery re-registered in 2012. Liverpool Nurseries Greenbank are the registered providers. The nursery operates from a detached house in Mossley Hill, a

district of Liverpool. The nursery consists of seven play rooms sited across two floors. Access is via steps to the main entrance. There are two fully enclosed areas available for outdoor play. The nursery serves a wide catchment area. It opens Monday to Friday all year round. Sessions are from 7am to 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. There are currently 124 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two-, three- and four-year-olds. The nursery employs 26 staff to work with the children, including the manager. Of these, 17 hold a relevant National Vocational Qualification at Level 3 and two are qualified to Level 2. Three staff have achieved Early Years Professional Status and two hold a degree in early childhood studies. Additional staff are employed for food preparation, cleaning, gardening and for maintaining the property.

### **What the setting needs to do to improve further**

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

- extend the range of experiences planned for babies in the outdoor environment to further enhance their physical development
- enhance children's communication and language development through using a fully focused approach to talking about what they are doing and what is happening.

### **Inspection judgements**

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

Staff have a good understanding of how children learn. They are enthusiastic and create a sense of fun which effectively fosters children's interest and learning. Children are provided with opportunities to experience a balanced variety of adult-led and child-initiated activities. Children enjoy staff's involvement in activities and their play. Staff skilfully step back at appropriate times to allow children to pursue play independently, so that children develop their problem solving skills and make their own discoveries. For example, children use trial and error to control the flow of water as they pour it down guttering to fill containers. This activity is generally supported well, although, at times staff overlook opportunities to fully extend children's understanding and language

development by continually talking to them about what they are doing and what is happening. The thoughtfully organised playrooms and the accessibility of a wide range of resources contribute to motivating children to engage in learning. From a young age they confidently move around and select the equipment and play materials of their choice. Consequently, children demonstrate deepening levels of concentration because their interest is sustained. The continuous provision of resources further enhances children's learning as they can pursue activities in a relaxed, unhurried manner and revisit these to practise their skills.

There is a strong commitment to working in partnership with parents to support children's progress. Key persons work with parents to complete children's initial assessment when they start at the nursery. This is to establish what children can do and define initial planning linked to the Early Years Foundation Stage. Parents are kept fully informed about their children's progress. They have access to their child's learning records and have the opportunity to contribute these. Parents evenings are held, where identified targets for the next steps in their child's learning and development are discussed. Key persons provide information and resources for parents to support their children's learning at home. Regular observations are completed of the children to assess their progress and to plan for their next steps. The tracking processes monitor children's experiences across the seven areas of learning and their progress towards the early learning goals. All children are making good progress in relation to their starting points. The assessment for children aged between two and three years provides parents with a review of their progress as required.

Staff nurture children's natural curiosity and provide wide opportunities for them to explore and investigate. For example, young children smile with delight as they submerge their hands into the trough of foam. They squeeze it to form shapes and use their fingers to make patterns. Other children explore the contents of the treasure basket to feel the textures of different fabrics, and babies enjoy an attractive sensory cave which provides the stimulus of colour, sound and movement. All ages of children show an interest and pleasure in books. These are freely accessible in each room for children to enjoy, either independently or as a shared activity with staff and friends. Quality role play resources are available throughout the nursery. These help children make sense of the world around them through acting out the roles and familiar situations that they see in everyday life. For example, young children show care and attention as they bath a doll. As children progress through the nursery, children develop skills in operating technology equipment. The older children competently control the mouse to follow the computer programme instructions. Numbers and counting are explored and extended through play and daily routines. Staff recognise that for some children the outdoors is the preferred learning area. They plan for this and a variety of resources, including books, craft and mark making materials and construction blocks, are available outside. Also in this area, fabrics are used to make tents and dens to create imaginative spaces for children to enjoy a story or develop their role play. The outdoor environments offer children space to be physically active. Older children are exuberant in their movements. They enjoy the sensation of running and chasing each other. An outside agency visits the nursery to provide instruction to children in physical exercise. As a result, older children are confident in safely completing challenging moves, such as forward rolls. However, staff do not use the outdoor area as effectively for the youngest children and there is room to improve the range of outside physical experiences offered to babies. Staff regularly take children out into the community to encourage them

to observe the world around them, and arrangements are also made for specialists to visit the nursery to help broaden children's experiences and learning. For example, a visitor recently brought in unusual large insects and bugs for the children to study and handle if they wished, and staff built on this learning by planning a bug hunt in the local park. These opportunities trigger children's interest in the natural world and encourage a desire to find out more.

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

Children are confident and happy. From a young age children display a strong sense of belonging. They confidently explore their surroundings and make meaningful choices about how and where they spend their time. Children develop their understanding of socially acceptable behaviour, for example, learning to take turns and share resources. All staff are positive role models who consistently implement effective strategies to promote good behaviour, in line with nursery policy. High priority is given to children's safety both within the provision and whilst on outings. Children show they feel safe and secure. They develop the skills to manage risks and clearly understand how to keep themselves safe and healthy. For example, as they climb stairs and steps with care, and learn to wash their hands independently and without prompting from staff. Staff are sensitive and fully support children; forming secure attachments and building a solid foundation for developing children's personal, social and emotional development. Key persons seek guidance from the parents of children who are learning English as an additional language and this helps them to communicate with these children, offer comfort and respond to their needs. Children are equipped with firm foundations to develop skills for their future learning, and good procedures are in place to support children's smooth transitions as they progress through the nursery and onto school.

Children are valued as individuals and learn to respect and value differences. This helps them develop a positive and caring attitude towards others. Resources which reflect positive images of race, culture, gender and disability are evident throughout the setting. The nursery promotes the importance of a healthy lifestyle well. This is achieved through nurturing children's enjoyment of healthy exercise and providing them with a nutritionally balanced diet. There are effective procedures in place for those children who have specific dietary requirements and this ensures children's health needs are met. The staff have high expectations for what children are capable of. This results in children competently being able to help prepare and serve themselves during snack and meal times. Individual sleep routines are respected and suitable cots and mattresses are provided for this purpose. Each room has a designated comfortable area where children can rest or have a quiet time.

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

This is the nursery's first inspection since registration. The managers and staff team are committed to providing a good quality care and learning experiences for children. The managers demonstrate a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Risk assessments are in place and both the maintenance of the premises and the management of safety systems are good. The managers respond quickly to any changes or events that may compromise the safety of children. Staff have a good knowledge and understanding of safeguarding issues and are able to implement appropriate procedures to protect children from possible harm. Recruitment and vetting procedures are robust and staff benefit from a well-structured induction process. Routine monitoring of staff practice ensures consistency in children's care. Systems are in place for mentoring staff to ensure they are fully supported. Management are mindful of practitioners strengths when deploying staff within the setting. Consequently, changes have been made to the deployment of staff and parents are kept informed of these. The nursery has a high ratio of qualified staff.

The registered provider and management team demonstrate a strong commitment to developing practice and striving for improvement. The self-evaluation process involves staff and parents, and children's views are also taken into account as activities and their progress is evaluated. This further enhances children's sense of being valued and helps to promote their confidence. Parents express their great satisfaction with the provision and the progress their children are making.

### 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

<b>Unique reference number</b>	EY445153
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	798285
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	115
<b>Number of children on roll</b>	124
<b>Name of provider</b>	Liverpool Nurseries Greenbank
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01517334037

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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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