

Cressington Manor

Cressington Manor Childcare, 521 Aigburth Road, LIVERPOOL, L19 9DN

Inspection date

Previous inspection date

01/03/2013

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 nursery is spacious and welcoming. It supports children's all-round development and emotional well-being and provides a broad range of experiences that develop their growing independence.
- Highly effective partnerships with other professionals involved with individual children ensure children receive the support they need.
- Children's behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to learning.
- Staff know the children and families well, which helps children feel secure.

It is not yet outstanding because

- Full use is not made of opportunities for children to investigate the natural world through use of investigative equipment.
- There is scope to include natural and household items in the range of freely-accessible materials for babies. This is so they can use all their senses to learn about their world.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the nursery rooms and in the outdoor areas.
- The inspector looked at children's records, learning journals and planning documentation.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation form and self-identified development plan.
- The inspector spoke with the manager, individual staff and children at appropriate times throughout the observations.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynne Naylor

Full Report

Information about the setting

Cressington Manor was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Aigburth area of Liverpool, and is managed by Cressington Manor Nursery Limited. The nursery is accessible to all children. It operates from six playrooms across two floors and there are fully enclosed areas available for outdoor play. The building has full disabled access and facilities including a lift.

The nursery employs a manager with Early Years Professional Status who leads 36 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 25 at level 3 or above. The nursery opens Monday to Friday from 7.30am until 6pm, all year. The out-of-school club also operates from 7.30am to 9am and from 3pm to 6pm during term time; and from 7.30am to 6pm during holiday time. Children attend for a variety of sessions. There are currently 232 children attending; of which 188 are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- encourage children to observe things closely through a variety of means, including magnifiers, so they can talk about the things they have observed, such as worms

- provide a range of natural items and everyday objects for babies to explore and investigate to further stimulate their senses and increase their awareness of their world.

Inspection judgements

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

Staff work closely with parents; they regularly share what they know about children's learning and development at home and at nursery. Parents are encouraged to update their child's records with any new interests, every month. This enables staff to purposefully plan activities that interest children and effectively promote their learning. Children are generally working comfortably within the typical range of development expected for their age. Where children's starting points are below, those of others of their

age, assessment shows that they are improving consistently and the gap is steadily closing. This is because staff adapt activities to ensure each child enjoys taking part and achieves well given their capabilities.

While they play alongside, staff effectively encourage children's communication and language skills and promote their physical, personal, social and emotional development. Children's good progress in these three areas ensures that they have the key skills needed for the next steps in their learning, such as moving on to school. Staff provide a verbal commentary on what babies are doing, which encourages their speaking and listening skills. Older children listen to stories and frequently sing songs and rhymes. This encourages their communication and language skills and their social skills. For example, children learn to take turns as they sing songs about sharing while bouncing a teddy on their knee. They also learn about fire safety as they sing songs about firefighters. Children who speak English as an additional language receive appropriate support, for example, through the use of pictures and signs and by staff using key phrases in their home language.

Children develop their own play, but are offered support when needed. From the baby room upwards, children take a good interest in shape and space. For example, a baby spends considerable time removing and replacing shapes in an inset jigsaw. Another baby repeatedly places figures of people in and out of a fire engine. These activities and others, such as placing rings on a stacking tower, develop good mathematical skills and hand to eye coordination of babies. Older children accurately count blocks, as they make towers, and use appropriate language, such as 'big' to describe the height. Children talk about and use numerals, for example, to write the date on their work.

Children help themselves to pens, crayons and chinks from a wide range of readily available materials. They enjoy painting, writing and drawing, which effectively promote their early writing skills and their creativity. Children are encouraged to write their names on their work. Babies enjoy moving their fingers through mushy peas and mandarin orange segments from a tin, while toddlers run their fingers through soggy breakfast cereals. Staff thoughtfully provide a range of edible substances so that babies safely practise making marks with foodstuffs that are safe if put to their mouths. Babies have good access to manufactured toys, however, there are few everyday objects and natural items for babies to freely explore and investigate. This limits their sensory opportunities to learn about their world.

Older children develop a good understanding of the world. They learn to care for the nursery rabbit and guinea pig and enjoy some walks in the local area. Babies explore technology as they push buttons on toys to activate sounds and lights. Older children refine their mouse skills as they operate computer programmes. However, when children excitedly find a worm in the garden digging area, they are not encouraged to use equipment, such as magnifying glasses or bug boxes, to look closely at it. This limits their ability to make the most of these experiences and to find out more about the natural world. Children enjoy activities which relate to their own culture and raise their awareness of the culture of others. For example, they paint hearts for Valentine's Day. At Chinese New Year, children dress in red clothes, taste Chinese foods and enjoy a dragon dance.

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

Staff are aware of each child's individual health or dietary needs; they maintain clear records of these and meet them appropriately. Babies sleep comfortably in cots or on beds at times appropriate to their needs. Nutritious meals are cooked on the premises from fresh ingredients and children discuss the health benefits of foods. They prepare some of their own healthy snacks, for instance, they fill pitta bread with grated cheese, tomato and carrot.

Children recognise and manage their personal needs increasingly well, relative to their ages. For example, older children independently go to the toilet and make good efforts to put on their coats before they play outside. They learn about their bodies as they listen to their hearts beating. Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. Older children demonstrate increasing balance as they manoeuvre wheeled vehicles around the garden. Children over the age of two-years effectively develop good physical skills as they play games with a sports coach, who visits regularly. They move to action songs and enjoy races. They exercise as they use equipment, for example, they place coloured cones in matching coloured hoops. Children demonstrate an awareness of how to manage risks, for instance, they make comment that waving a garden spade may injure someone.

The nursery rooms are well organised, which gives babies ample space to roll, crawl and practise walking. Parents comment that the nursery is clean, stimulating and welcoming. Inside and outdoors, children move freely around and access a broad range of experiences that develop their growing independence and emotional well-being. Most staff are suitably qualified and throughout the day, staffing levels are effectively maintained. Staff are well deployed to support children when required. Older children are given plenty of time and freedom to become deeply involved in activities they are enjoying. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. Children demonstrate secure attachments to staff and confidently make it known if they are upset or concerned. Children continue to feel safe and secure as they move up from one room to the next. This is because they visit the next room with their key person as many times as they need in order to settle in to their new room. The transition is discussed thoroughly with parents and the new key person has a written assessment of the child's prior skills, knowledge and understanding. Therefore, children's good progress continues. Similarly, children are well supported by staff to move on to other settings and to school and are, therefore, well prepared for the next stage in their learning.

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

Staff are deployed well so that less experienced staff benefit from the presence of more experienced staff. Staff increase their knowledge skills and understanding through shadowing other staff and through training. The manager has an administrator who takes care of some office responsibilities. This enables her to use her skills and knowledge to

monitor the educational programmes. She has, for example, recently improved the way she monitors staff performance and the effectiveness of teaching. This is already having a good impact on children's learning. A wealth of other ways to monitor and evaluate all aspects of the nursery is firmly in place. These are having a positive impact on the organisation of the nursery and staff performance. The management and staff team have a good capacity to maintain improvement. Parents and children feed into the evaluation system. There are strong links between identified priorities and plans for improvement.

Staff effectively support children to make good progress in their learning and development. Children freely choose activities from a wide range of accessible toys and books. In addition, each week, a key person individually plans activities for each child based on their good knowledge of their abilities. Room leaders oversee the assessment and planning in their rooms to ensure that they are effective for each child. Children with special educational needs and/or disabilities have individual learning plans in place, which include their parents' views and any professionals involved with them. Staff follow the plans to make sure that children make consistent progress in the areas where they need extra support.

Robust recruitment and vetting, followed by in-depth induction and appraisal, check and monitor staff's suitability to work with children. Arrangements for safeguarding children within the nursery and through work with outside agencies are good. All staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Parents have access to a wealth of information about the nursery on notice boards and in newsletters. Partnerships with parents and external agencies strongly contribute to meeting children's needs and securing the support they need. Those parents, who expressed a view at the inspection, are very complimentary about the nursery. They speak very positively about the way staff care about their children. Positive links with professionals from other agencies, such as health visitors and speech and language therapists, effectively support children with special educational needs and/or disabilities.

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 action. 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	EY444960
Local authority	Liverpool
Inspection number	798362
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	136
Number of children on roll	232
Name of provider	Cressington Manor Nursery Limited
Date of previous inspection	not applicable
Telephone number	0151 494 2864

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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, which are usually the childminder's 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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