

Kirkby Day Nursery

c/o David Lloyd Leisure Club, Arbour Lane Kirkby, Liverpool, Merseyside, L33 7ET

Inspection date	09/04/2013
Previous inspection date	17/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff effectively use their knowledge of child development, the Early Years Foundation Stage and how children learn, to support children's good progress towards the early learning goals.
- Children develop high self-esteem in the friendly and welcoming nursery environment. They are treated with care and respect by their key person and the staff team.
- Partnership working with parents and relevant professional agencies, significantly impacts on children's good progress in their learning and development.
- The staff team's commitment to provide high quality childcare provision results in children enjoying an enabling environment and a challenging range of play opportunities to support their progress.
- High priority is placed on children's safety and this is reflected in the implementation of safety procedures and the staff's good knowledge of the procedures to follow to protect children from harm.

It is not yet outstanding because

- The nursery's outdoor environment is not planned to maximise babies learning and physical development opportunities in this area.
- There is a limited range of resources available to help children to learn positive attitudes and challenge stereotypes regarding disabilities.

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 each playroom and the outside play area.
The inspector held meetings with the manager, the manager from another of the
- provider's nursery settings, talked to staff and carried out a joint observation with the manager.
- The inspector looked at a sample of children's records and relevant documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Jean Thomas

Full Report

Information about the setting

Kirkby Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained part of a leisure centre in Kirkby, Liverpool and is managed by Asquith Court Nurseries. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. All staff hold appropriate early years qualifications, three at level 2 and 14 at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 70 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those 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:

- improve the planning of the outdoor area to allow babies maximum space to move, roll, stretch and explore
- improve the range of resources, which reflect positive images of people, who are disabled to challenge children's thinking and help them to embrace difference.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and child development, which they use to provide interesting and challenging activities for all children. Their teaching skills and understanding of the seven areas of learning and how children learn, results in them supporting them in making good progress in their learning and development, in relation to their starting points. Staff have high expectations for children. The key persons complete ongoing observations on their key children to effectively assess their stage of development and learning and to prioritise their planning to support their progress. Consequently, any concerns regarding children's learning and development are quickly identified and acted upon. This includes partnership working with parents and if required, other professional agencies to prepare the most effective planning for individual

children's needs. High priority is given to establishing partnership working with parents. They contribute to the initial assessment of their child when they start nursery, the progress check at age two years and have ongoing involvement in their learning. Children, who have English as an additional language are well supported. Staff work closely with their parents and use words in the child's home language and English, in order to enhance children's language development.

Staff are enthusiastic and playful, which influences children's positive attitude to play and learning. Children from an early age are confident to access resources independently and sustain their concentration while being fully engaged in activities. For example, babies and toddlers smile with delight and laugh as they explore large amounts of shredded paper. There is a real sense of fun as they use their hands to dig into the mounds of paper, throw it around and put it onto their heads. The younger children copy staff's actions in lifting and dropping the paper and watching it fall. This is one of a number of activities provided throughout the day, which give children opportunities to explore different textures. Staff fully understand that nurturing children's natural curiosity and giving them opportunities to explore and investigate effectively promotes learning. Strong emphasis is placed on following children's interests to maximise valuable and enjoyable learning opportunities. For example, the children talk about rockets and in response to this, decide to build their own. Staff encourage children to think about the materials, which they will need for their construction and to talk about their plans and designs. Children are very proud of their creations and achievements and in order to extend on their understanding of the world and interest, staff find images of a rocket launch for the children to watch.

The thoughtfully planned playrooms and the continuous provision of resources further enhances children's learning as they pursue activities at their own pace and revisit them to practise their skills. Children benefit from a wide range of play materials and equipment. The resources include programmable toys and information and communication technology equipment, which children gain skills to confidently operate independently. The outdoor area is extensively used by the older children, who move freely between the indoor and outside environments. However, it is not as well planned to enhance aspects of babies learning and physical development. While outside, older children pursue role play activities, sit in the comfortable seating area to share books, concentrate on mark making and use magnifying glasses to explore. Children demonstrate their abilities to think creatively and to keep trying even if they are presented with problems in fulfilling their play ideas. These are the characteristics of effective learning. For example, while a group of children work together to build a bridge, which they can walk on, they enthusiastically talk about their plans and negotiate their roles. As they construct, they use their mathematical knowledge to calculate and assess the size and shape of resources required. Staff are sensitive to children's thinking and learning and in deciding when to interact and when to value children's independent play.

The promotion of children's communication and language is intrinsic in staff's practice. For example, key persons respond to younger children's vocalisation. Staff skilfully ask children open-ended questions to prompt responses and signing is used to promote their ability to express themselves. Staff have been involved in the 'Every Child a Talker' and other accredited programmes to develop their skills and knowledge of communication development. As a result, staff have looked at ways to improve their practice for this

specific aspect of the children's development. This includes purchasing resources designed for this purpose and reorganising the play environments to create communication friendly areas. Books are positioned in all areas of the nursery and accessible to all ages of children. The mobile library visits the nursery on a regular basis, giving opportunities for children to select their own books. The focus on promoting this area of learning results in children being confident communicators and significantly impacts on their readiness for their next stage of education. Resource bags with contact books and play materials are available for children to take home. This is one of a number of opportunities, which promotes parental involvement in children's learning at home.

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

The staff team are caring and supportive, which contributes to children feeling safe and secure and forming trusting relationships. The eight week settling-in procedure significantly impacts on the successful relationship building with children, key person and parents. Babies are content, happy and confidently separate from their parents. All children develop their self-confidence and enjoy the social aspect of their play as they make friends. Staff are positive role models and this influences children's behaviour, which is very good. They are inclusive with each other, showing politeness, friendship and tolerance during activities. Children develop a positive attitude in taking responsibility for their environment, such as tidying away play materials. They work cooperatively together to achieve their goals, as a 'team'. Children are equipped with firm foundations to develop skills for future learning. Procedures are in place to support children's smooth transitions as they progress through the nursery and on to school.

Staff plan activities appropriate to the children's age and stage of development, to help promote their understanding about the diversity of society. For example, they recently enjoyed the spring festival 'Holi' that involved safely throwing different coloured paints at each other, which the children experienced first-hand. In each playroom, children have access to photographs of their own and other children's family members. This helps them to understand that there are different family compositions. However, there are limited resources throughout the nursery, which reflect positive images of people, who are disabled and as a result, the diversity of society is not fully represented and positive attitudes towards disability are not fully promoted.

Children learn about healthy lifestyles. They benefit from a nutritionally balanced diet, with individual dietary requirements and preferences being catered for. The food is freshly prepared each day by the nursery cook. The nursery has been awarded the highest grading in the National Food Hygiene rating by the Department of Environmental Health. From an early age, children are involved in the preparation of their snacks, making choices from healthy options. Children have many opportunities to be physically active and develop their coordination and physical skills. They laugh and smile as they express their creative ideas through dance. Children hold colourful ribbon streamers and move these and their bodies in different ways as they dance. Outside, the older children enjoy energetic play as they climb, ride wheeled toys and run. From an early age, children are encouraged to independently attend to their self-care needs, such as, toileting, dressing

and serving their food at mealtimes. They learn how to look after themselves, for example, they freely access the drinking water to quench their thirst after energetic play.

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

Staff are confident of their responsibilities to safeguard children, they know the procedures to follow and fully understand, who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the manager monitors their knowledge through questioning and discussion. High priority is given to children's safety. Regular and comprehensive safety audits are carried out by the provider, in addition to staff implementing the policies and procedures to ensure children's safety. The recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Legally required records for children's welfare are accurately maintained.

The provider and manager have a very good understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the manager ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. This involves the manager monitoring the quality of planning and observing staff's practice. The enthusiasm of the manager is reflected in the staff's practice. The staff team are continually reflecting on what they do to improve the quality of the provision. Supervision and appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the nursery's strengths and target plans are in place to secure further improvements. Children and parents are involved in the process and their views are actively listened to and their ideas and suggestions are implemented. For example, in response to parents' comments, the nursery's opening hours have been extended. The action and the recommendations from the previous inspection have been fully met through the implementation of the revised Early Year Foundation Stage.

Parents are very complimentary of the nursery and make positive comments, such as 'amazing' when referring to the progress their children are making. They comment that staff are friendly and approachable and support children's learning and development very well. Effective partnership working with other professionals involved with children, including those who deliver the Early Year Foundation Stage to the children at other settings, are established. This contributes to children's progression, the smooth transition to their next stage of education and ensures that those with special educational needs and/or disabilities are supported well.

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	EY286889
Local authority	Knowsley
Inspection number	910159
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	70
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	17/02/2011
Telephone number	0151 548 2270

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

