

Streatham House Nursery

2-4 Victoria Road West, BLUNDELLSANDS, Liverpool, L23 8UQ

Inspection date

Previous inspection date

10/07/2013

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 inspiring leadership and management contributes significantly to the ongoing development of the nursery and the good achievements of the children.
- Staff interact well with the children and have formed positive relationships with them. Consequently, children show good levels of confidence and self-esteem.
- Children make good progress in mathematics because, from the baby room upwards, staff provide many experiences, activities and stories involving shape and number.

It is not yet outstanding because

- The very good opportunities to stimulate children's interest in writing for a purpose are not consistent. There is scope to enhance some areas, so children can use writing materials outdoors and in their imaginative play.
- Some creative activities do not always allow children sufficient freedom to express their own ideas freely. There is scope to provide older children with a wider range of art resources. This is so they can practise large physical movements while making marks on large sheets of paper and are able to choose a size of paper appropriate to their chosen task.

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 compulsory part 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 and in the garden.
- The inspector looked at children's records, learning journals and planning documentation.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and self-identified development plan.
- The inspector spoke with the registered person, 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.
- The inspector conducted a joint observation with the manager.

Inspector

Lynne Naylor

Full Report

Information about the setting

Streatham House Nursery was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a detached property in the Blundellsands area of Liverpool. It is privately owned and is one of four operated by the providers. It operates from five rooms on the ground floor. There are five steps up to the rooms. There are areas available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, two at level 5 and one at level 6. The nursery opens Monday to Friday, 50 weeks a year, from 8am until 5.45pm. Children attend for a variety of sessions. There are currently 83 children attending who 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 educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- increase the availability of writing materials so children can choose to use them for a purpose outdoors and as they play imaginatively in the role play areas
- support children to find their own ways to represent and develop their creativity by, for example, providing pictures, paintings, poems, music, dance and story to spark their creative ideas
- extend opportunities for children to access a wider range of art resources, such as, larger sheets of paper, so they can choose a size appropriate to their chosen task and develop their physical skills by making marks.

Inspection judgements

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

Staff know the children well and have a good knowledge of their abilities. They use this knowledge to effectively plan suitably challenging activities. Where information is provided by parents, it is also included in the individual plans for their child. As a result, many experiences effectively meet children's unique needs and challenge them to make good

progress. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently and the gap is closing. Staff demonstrate that children with special educational needs and/or disabilities and those learning English as an additional language, are progressing well towards the early learning goals over time, given their starting points. Activities are adapted and individual staff support provided, where appropriate, to ensure every child can enjoy taking part and achieve well given their own capabilities.

Teaching is, generally, good. Most staff have a secure knowledge and understanding of how to promote the learning and development of young children through play. In the baby room, staff purposefully encourage babies to explore and investigate. Due to good staff support, even babies who are unsure of water laugh as they splash their hands in the tray of water, while others sit in it with confidence. In the garden, staff demonstrate how to balance while walking across stepping stones. This very good modelling of how to use the balancing equipment inspires young children to have a go. As a result, children develop well physically in many aspects. However, there are not as many resources, such as painting and poems, to inspire children even further. This means opportunities for older children to use their imagination and develop their own creative ideas are not always as well-supported as in other areas. In each room, pencils, crayons and paint are available for children to use. Some children choose to draw, which promotes their early writing skills and their creativity. However, the available papers are small. This means children are, sometimes, less able to practise making large movements as they refine their physical control, and choose a size which is appropriate for what they are doing.

Children are particularly well-supported to gain good skills in listening and speaking and in their physical, personal, social and emotional development. Children's good progress in these three areas ensures they have the key skills needed for the next steps in their learning, such as school. Staff talk to babies and sing songs and rhymes, which purposefully encourages their speaking and listening skills. Some songs include increasing numbers, which together with toys involving shapes, increase their mathematical skills. Staff interact well with children and engage them in conversations, which successfully extend their vocabulary and refine their communication skills. Older children begin to recognise letters as they mould dough in to the letter shapes. They also write their names with some recognisable letters. However, writing materials are not purposefully introduced into their role play area or the outdoor area. Consequently, children are not inspired to write outdoors or in their imaginative play. Children of all ages, choose to look at books and listen attentively to stories read to them in small groups. Two-year-old children are also encouraged to count as they listen to stories that include increasing numbers. Older children appropriately use mathematical language, such as 'bigger and smaller' as they compare shells to pebbles. They also talk about the difference in the weight of a shell to that of a pebble. Children suggest words to describe the shells, which successfully develop their thinking skills and language.

Children learn about their community as they walk around the local area to visit the library, the park and the station. Their awareness of the culture of others is mainly raised through craft activities. Staff keep parents well-informed of their children's progress. They do this through daily verbal exchanges and informative written reports every term which involves them in their child's learning. Parents spoken to at the inspection feel

well-informed about what their child has been doing.

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

Staff talk to parents about children's likes, dislikes and routines and use this information to help children settle. Children develop warm relationships with caring staff, which promotes their well-being and independence. An effective key person system supports this. Currently, the nursery uses a school meals service during term time. The meals are ordered by parents from a menu and brought in daily, therefore, they meet their children's needs. During holiday time, meals are cooked on the premises so staff ensure that any special diets are followed and children's preferences observed. Children discuss the health benefits of foods and sometimes help to prepare foods. For example, they handle and look closely at different vegetables as they make soup for high tea. Recently, children have planted and are growing beetroot and broccoli, which raises their awareness of how vegetables are grown. Children gain an understanding of the need for physical exercise as they play outdoors daily. Staff model how the equipment is used and are on hand to give support and encourage new skills. As a result, children make good efforts to spin hoola hoops around their body. They develop good hand to eye coordination as they throw and make good attempts to catch bean bags. They display their dance and drama skills as they join with children from the school on site to perform for parents at regular productions in a local hall.

Children are competent at managing their personal needs relative to their ages. They have independent access to toilets and are prompted if necessary, to wash their hands. Children move freely around their rooms and access an increasingly broad range of experiences that develop their growing independence. Staff's calm and polite manner sets a good example for children. Older children behave well and staff, generally, sort the minor squabbles of younger children quickly and sensitively. Children receive praise for achievements and positive behaviour, which boosts their self-esteem and confidence. Children develop a sound understanding of risks and how to manage them. They listen to stories with safety messages and know why they put on cream to protect their skin in the sun. Each child is valued and children are learning to respect and tolerate each other's differences. Children learn to consider the needs of others as they raise money for charitable events, for instance, they sponsor a guide dog for the blind.

As children develop in age and ability, staff organise visits to the next room. They support children well as they move up, which enables children to continue to feel safe and secure. The new key person has an assessment of the child's prior skills, knowledge and understanding. Therefore, children's good progress continues. Positive links with professionals from other agencies support children with identified needs. Some children move up to the school on site and are already familiar with the teachers and the space due to shared activities and experiences. Positive relationships with some of the local schools, which some of the children later attend, eases their transition from nursery to school. Teachers from many of the other schools sometimes visit the children at nursery. Children develop confidence and independence, which helps them to prepare for the next

stage in their learning, at school.

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

The provider and manager understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They follow a robust recruitment and vetting process to check and monitor staff's suitability to work with children. Staff receive induction training, and a checklist monitors they have been informed of all the relevant policies and practices. A high number of staff are trained in first aid and all staff are regularly briefed on the procedures of the Local Safeguarding Children Board. Staff ably discuss the steps to report any concerns they may have about a child in their care.

The premises are suitably maintained, clean and presented in a safe and secure manner. Equipment and resources are safe and playrooms are steadily being re-organised to further improve children's opportunities to make choices and develop their independence and curiosity. Staff relate to children in a kind caring way. Positive links with professionals, such as speech and language therapists and educational psychologists, ensure that children who may require extra support are quickly identified and appropriate interventions sought to close the gaps. Parents spoken to at the inspection, speak positively about the staff at the nursery, and how they verbally share information on a daily basis. Self-evaluation increasingly includes the views of staff, parents and children. There are plans to further develop the outdoors in order to better support children's all-round development. Children are consulted about the changes and put forward their ideas, for instance, they planted bushes so the toy dinosaurs can hide in the enchanted garden they are developing.

The management team have a strong drive and ability to build on their good practice. They effectively identify their strengths and have a clear plan for improvement. They share ideas and discuss any childcare issues with staff at regular meetings. A structured way of monitoring staff performance and the effectiveness of teaching has recently been introduced. Supervision is beginning to link to the identification of training to improve the effectiveness of individual staff. On return from training, staff share what they have learnt with other staff in order to benefit the team. Close links are made with the early years support team and action plans have been implemented. The management team are making good progress to monitor the educational program, review and change practice across the whole nursery in order to develop a consistent approach.

The Childcare Register

The requirements for the compulsory 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	EY459185
Local authority	Sefton
Inspection number	901418
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	83
Name of provider	Streatham House Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01519241514

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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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