

Spring Grove Nursery

Spring Grove Nursery, Spring Grove, LIVERPOOL, L12 8SJ

Inspection date	05/04/2013
Previous inspection date	21/08/2012

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

- Children enjoy a range of activities and experiences indoors and outdoors. This is because staff have a good understanding of how to promote children's learning.
- Children show they feel safe and secure in the setting as they happily approach staff to ask questions, receive cuddles and seek reassurance.
- Children develop good self-esteem and confidence because the staff encourage and praise children.

It is not yet outstanding because

- Toddlers and older children have little opportunity to explore and operate technical equipment. This means their rapidly developing understanding in this area is not supported as effectively as possible.

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.

Inspection activities

- The inspector carried out observations throughout the setting. A joint observation was also carried out by the inspector and manager.
- The inspector looked at the required documentation. Checks were also made on paperwork relating to the recent reported incident.
- The inspector spoke with parents, staff and children during the inspection.

Inspector

Sandra Harwood

Full Report

Information about the setting

The nursery was registered in 2000 and re-opened in 2011 as a limited company. It is on the Early Years Register. It is situated in a purpose built premises in the West Derby area of Liverpool. The nursery serves the local area and is accessible to all children. It operates from three play rooms across two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The manager is qualified to degree level. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 56 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 children with special educational 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 children's opportunities to explore and operate technical equipment, such as torches and digital cameras.

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 young children learn and develop, this means they organise the environment and prepare activities that support and extend children's learning. Observations and assessments are in place with a tracking system implemented, however, and staff are continuing to refine fully identify children's needs. All children explore different media through paint, dough, sand and water. In addition very young children have lots of opportunity to explore treasure baskets and natural materials as they hang from the radiator cover. This supports them to develop an understanding of the world around them.

Staff support children's communication and language development across the age ranges through a variety of resources. For example, there are opportunities to make marks using a variety of media, such as, paint, sand and pencils. Cosy corners encourage children to sit and look at books. Staff extend pre-school children's thinking skills as they look at the book cover and talk about what they see and what the story may be about. Children across the ages enjoy books and staff use everyday situations to promote numeracy, these help children develop skills for the next stage in their learning.

A detailed 'all about me' booklet contains information gathered from parents at children's settling-in period. This means that the key person knows the child's needs, routines and development and can offer support when they start. This is supported by daily diaries to ensure a two way exchange of information. The setting has implemented the progress check at two years and shares this information with parents. This helps identify any possible concerns and how the key person working with parents will support these.

Outside children engage in a range of chosen activities. Some sit on chairs under the tree and chat with friends. Others develop their imagination and ability to take safe risks as they create a house from the pallets and planks of wood. While some work with staff as they dig and see what they can find in the soil. Staff extend children's thinking as they talk about what they have found before and they talk about how it looks and feels. This extends children's thinking and communication skills. The very young children have good opportunities to discover how things work with wind-up and musical toys. However, there is scope for improvement in the toddlers and pre-school rooms to experience how things work to help them develop their understanding in this area.

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

Children's behaviour across the setting is good. Children show they are very happy, secure and confident with the staff as they readily approach them and ask questions, get cuddles and reassurance. They feel good about themselves as they are provided with positive praise for their achievements and tasks. For example, when a toddler paints a portrait of daddy it is proudly shown around the room for everyone to see and share. Staff support children to share, take turns and show consideration for each other. For example, when digging outside children share the spades and make sure that everyone has a turn.

Children's awareness of diversity is increased through special celebrations, which includes cultural festivals. A range of written languages around the setting further develop their understanding of differences and raises their awareness of the difference in the written word. The setting also celebrates differences in each other, for example, blue ribbons hang around the fence to highlight 'Autism Month'. Staff work with the children to help them understand these differences.

Children are developing a good understanding of keeping themselves and others safe. For example, pre-school children are given reminders about holding on to the rail and being careful as they go up and down the stairs. Outside, staff further support this as they encourage children to open the gate rather than trying to access the wheeled toys by climbing. Staff guide and encourage children across the setting to adopt healthy lifestyles, for example, they have good hand washing routines. A range of healthy freshly cooked meals and snacks, such as humus and fruit, further develop their awareness of the importance of healthy meals. Staff reinforce this as they sit with the children and talk about how these help them grow big and strong.

Transition in the setting is carefully planned and children are well supported. Exchange of information between key persons and visits to the new room are part of this and staff,

parents and children work together to decide when they are ready to move on. Older children have visits from teachers and they visit school as they prepare to transfer to school.

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

Arrangements for safeguarding children and managing their behaviour have recently been updated and now also include a whistle blowing policy. All staff have been spoken to individually to ensure they have a clear understanding of their roles and responsibilities. The inspector carried out discussions with the manager, provider and staff and found that they all have a secure knowledge of the process to follow to report any concerns. The manager has also recently implemented supervision for all staff to further support them. She regularly goes into the various rooms to implement this and to monitor how staff supervise children.

Self-evaluation is in place and highlights the areas for improvement. These are transferred to an action plan and each room has a copy of the areas identified. Feedback from parents, staff and children, along with the local authority, contribute to the evaluation of the setting. The manager oversees the planning and assessment to ensure all staff continually offer and change the range of activities that support children's development.

Regular supervision is now in place, along with appraisals and team meetings, to ensure staff have ongoing support and opportunities for professional development. Training is identified, received and cascaded to all team members. For example, a recently identified area of concern was communication and language; to support this two members of staff are on courses to help support children and staff in this area.

Parents receive information about the setting and their children's days through noticeboards, photographic displays, newsletters and diaries for the very young children. Parent's evenings contribute further to the exchange of information. Parents spoken to during the inspection say they are happy with the staff and welcome they receive. The daily feedback also contributes to parent's involvement in their children's learning. Partnerships with external agencies are well established to ensure children's needs are fully 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	EY429494
Local authority	Liverpool
Inspection number	911207
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	56
Name of provider	Spring Enterprises NW Ltd
Date of previous inspection	21/08/2012
Telephone number	01512204772

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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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