

Liverpool Nurseries Greenbank

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

Inspection date	09/09/2013
Previous inspection date	07/11/2012

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 are becoming very independent. They manage their own care needs well, are curious and keen to explore. As a result, they become deeply absorbed in interesting activities.
- Children have lots of opportunities to learn about a range of cultures and begin to value the differences and similarities between people as they celebrate interesting festivals.
- Children are supported well by their key person during the transition between rooms, so they quickly form strong attachments and feel secure.
- Parents speak very favourably about the care and education their children receive. They are kept well informed about the progress they are making, which helps them to extend their children's learning at home.

It is not yet outstanding because

- The range of information collected about children's needs on entry could be even more effective in helping staff to swiftly plan for each child, if parents are asked to identify more of what their children can already do.
- Observation and assessment of children's learning and development generally and specifically, at age two, is sometimes lacking in sufficient detail to reliably identify the next steps in their learning, so that all children are helped to achieve the very highest levels of attainment.

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 viewed the setting's self-evaluation document prior to the inspection and during the inspection, she took account of the views of the parents.
The inspector spoke with the management team, the registered provider, individual staff and children at appropriate times throughout the inspection and carried out a joint observation of practice with the deputy manager.
- The inspector looked at children's records and learning journals and observation, assessment and planning documentation.
- The inspector observed children and staff engaged in activities in all seven playrooms and in the outdoor area.
The inspector sampled a selection of staff recruitment records, qualifications and performance management information. She checked evidence of all staff's suitability to work with children.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Liverpool Nurseries Greenbank registered again on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register in 2012. Liverpool Nurseries Greenbank are the registered providers. The nursery operates from a detached house in Mossley Hill, a district of Liverpool. There are two enclosed areas available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery employs 33 staff to work with the children, including the manager. Of these, 18 hold an appropriate early years qualification at level 3 and two are qualified at level 2. Four staff members have achieved Early Years Professional Status and one holds a degree in early childhood studies.

The nursery opens Monday to Friday, all year round, from 7am to 6pm. Children attend for a variety of sessions. There are currently 176 children attending in the early years age group. 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-old children.

What the setting needs to do to improve further

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

- extend the wide range of information gathered about children on entry by asking parents to identify more of what they know their children can already do, in order to swiftly plan to help each child make even more progress
- increase the precision of the assessment of children's learning and development further by; adding more detail to observations of learning, so that challenging next steps in learning can be planned for every child and allowing more time to pass before completing the progress check at age two, so that a more detailed and reliable assessment of children's development can be made.

Inspection judgements

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

Children engage in active play with a wide range of resources that support all seven areas of learning. Toddlers try to build towers of blocks and staff use number words to add commentary. For example, they count 'one, two, three' out loud and add 'well done' when

they stack blocks on top of each other. Staff provide pop up toys and demonstrate how to use them to help babies learn about cause and effect. Toddlers enjoy the feel of water and glue on their fingers and some make marks on a big box, others push twigs and leaves into play dough, developing their creativity. Staff read stories to individual children and to small groups and sing songs before mealtimes. They mirror toddlers developing speech, so help them to develop their communication. Children begin to learn about the wider world when they celebrate interesting cultural festivals. Resources to promote diversity are readily available and positive images are displayed on the walls. Consequently, children are beginning to learn about the similarities and differences between people in the wider community.

Older children are becoming active learners; they concentrate hard as they transport water using a variety of containers and watch as the water flows down the drainpipes. They enjoy story time in the garden, when staff sit with a small group under the shade of a gazebo to read. Staff teach children how to dig in the soil by demonstrating how to do it and explaining what they are doing. These activities complement the areas of continuous provision, such as construction, role play and writing areas. Children learn about technology because resources are plentiful. For example, they learn how to record their own voices on small recording devices and then enjoy pushing the buttons to hear their voices over and over again. The good balance of adult-led and child-initiated activities results in children being engaged and busy in their play and fully prepared to make the transition to school.

All children have a baseline assessment after being in the nursery for just a few weeks. This, and some information from parents, gives a starting point from which staff can plan to help them make progress. However, more detailed information about what children can already do on entry to the nursery would help staff to plan children's learning even more swiftly. Staff try to build the next steps for children's learning into activities, which they have shown an interest in. Most staff have a secure knowledge and understanding of how to promote the learning and development of young children. However, a very small minority of staff are less precise in their assessments and do not always succeed in providing activities, which highly challenge children across all areas of learning. For example, they observe that children enjoy activities but do not assess learning in enough detail to identify precise next steps. Consequently, a small number of children do not always receive the continuity of support that helps them to gain the very highest level of attainment. The progress check at age two is completed for each child soon after their second birthday. However, this can be completed later, which would allow the staff to have a fuller, more reliable assessment of each two-year-olds development, so identify any gaps in their progress.

Parents are encouraged to share their children's experiences at home by exchanging information with key people each day. For example, one parent tells staff how much his child enjoys writing and as a result, staff provide similar activities in the nursery, so learning is effectively shared. Grandparents are invited into the nursery to see what kind of activities children enjoy and to look at their grandchild's learning records. Consequently, the nursery has very strong partnerships with families and this helps children to feel valued. Staff give verbal feedback to parents each day as well as regular written summaries of their progress. Younger babies have a diary sheet to take home explaining

what they have enjoyed playing with as well as their meals, sleeps and nappy changes. Information about the revised Early Years Foundation Stage is given to all parents when their children are enrolled. Parents have access to their children's learning files at all times and staff share these at parents' evenings.

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

Parents' comment that their children have settled into the new nursery quickly and enjoy spending time with their friends and key person. Children seek out their key person and this shows that they are forming secure attachments. New children have detailed care plans that help the staff to quickly get to know their likes, dislikes and familiar routines. This contributes to the smooth settling-in process and transition from home. When children are ready to move rooms, staff complete a change of room form and write a summary of children's development for the next key person. Alongside settling-in visits with their key person, this helps children to confidently ease into their new room.

The nursery environment is bright and welcoming and offers children opportunities to play in a number of areas. Many rooms have a sensory area where children can relax and explore resources that light up or offer different textures. The children's playrooms are arranged, so children can access resources themselves and have spaces to be messy, as well as cosier, cushioned areas with mirrors. Children play well together and enjoy each other's company, staff speak to children in a calm and quiet way and gently remind them to share, take turns and tidy up the resources. Consequently, children's behaviour is generally good. More challenging children are supported by targeted strategies, devised by staff and parents together. This helps children to manage their feelings, so begin to play more appropriately, within their capabilities. Staff plan activities to promote cooperation. For example, pre-school children play a number and shape lotto game, working in pairs to identify the shapes they need.

Children are offered a healthy and nutritious diet that includes fresh fruit and vegetables daily. Older children and some two-year-olds serve themselves at mealtimes and this helps to promote their growing independence. They pour their own drinks and are gently encouraged to try new foods. Posters and role play items help children to learn about healthy eating and growing herbs encourages children to try new tastes. Outdoor play is available everyday, whatever the weather, helping children to develop a healthy lifestyle. Children are taught about safety when they use the toy zebra crossing and speak to fire fighters and police officers when they come to visit. They are encouraged to take appropriate risks, for example, when they tackle the challenging step ladder in the den area of the garden. They enjoy pushing prams and riding bikes, running around and digging in the soil, helping them to expend energy.

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

There are effective procedures in place to ensure children are kept safe. Staff have a good knowledge of safeguarding because they have appropriate training during their induction, and the manager has devised a quiz to check their knowledge. Consequently staff can

confidently explain the possible signs of abuse and what steps they would take to ensure children are protected from harm. Managers are trained as designated safeguarding officers and ensure that correct procedures are followed. Recruitment procedures are effective and all the relevant checks are in place to ensure that staff are suitable to work with children. Staff have an induction where they are given time to become familiar with the policies and procedures in the nursery prior to starting work. Extra staff are employed to cover lunch breaks and the manager and deputy manager are supernumerary. Consequently, children are well supervised as staff are deployed effectively to meet the required ratio's at all times. The majority of staff have first aid certificates and appropriate accident and medicine records are in place. Staff carry out daily risk assessments and check the identity of all visitors. Closed circuit television is in place throughout the nursery and there is a secure entry system to prevent intruders gaining access and to keep children safe.

Staff practice is observed when the deputy manager completes room observations. Staff have one-to-one meetings with a member of the management team, who sets appropriate targets to help them develop professionally. Staff development and training is ongoing. The management team is pro-active and highly reflective. Action plans are in place and good progress is being made towards the goals she has set. For example, every term, the manager monitors the progress children make in all areas of learning. She gives good support to all staff to ensure that teaching supports all children appropriately. She noticed that information and communication technology was an area where children were not making the best progress. As a result, she secured a grant to purchase additional resources, which the children use very effectively.

The nursery self-evaluation is also identifying areas for development. For example, a wider range of outdoor resources has been provided, so all areas of learning can continue outdoors and staff have attended 'Tots Talk' training, so they can better support children's communication. Staff are involved in the evaluation process through weekly room leader meetings and parents are asked to complete questionnaires asking for their views. Their suggestions are taken on board, for example, as menus have recently been revamped at the request of parents and now offer a wider range of international dishes.

Partnerships with health professionals, such as speech therapists are effective in identifying targeted support for children with special educational needs and/or disabilities. As a result, those who very recently started reception class have had a smooth transition as staff prepared them well and invited teachers to come into the setting to meet them. The local authority supports the setting and key staff attend local cluster meetings, in order to share good practice. The manager uses social events, newsletters, email and social media websites to keep parents up to date with nursery life. Policies and procedures are readily available for parents to read. For example, the complaints procedure and healthy eating policy are displayed in the entrance hall. Parents' comment on the friendliness and professionalism of the staff and say they are kept well informed of their children's development and feel they are making good progress.

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	EY445153
Local authority	Liverpool
Inspection number	934681
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	115
Number of children on roll	176
Name of provider	Liverpool Nurseries Greenbank
Date of previous inspection	07/11/2012
Telephone number	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, 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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