

# Much Woolton Old School Nursery

School Lane, Woolton, Liverpool, L25 7TX

<b>Inspection date</b>	14/11/2013
Previous inspection date	22/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Teaching is good. This is because educational programmes have depth and breadth and delivered by staff, who understand how children learn. Consequently, children are motivated and make good progress in this welcoming environment.
- Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- The manager and staff have a good understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, they keep children safe and promote their well-being.
- Very good partnerships with parents and other agencies ensure that there is consistency and continuity in children's learning and care.

### It is not yet outstanding because

- There is scope to further improve the layout of the sleep room, for children who wish to relax or sleep.
- There is scope to create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.

## 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 toured the premises, indoors and outdoors.
- The inspector sampled a range of documentation, including safeguarding procedures, self-evaluation, menus, policies and procedures.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Much Woolton Old School Nursery was registered in 2004 on the Early Years Register. It is privately run and occupies a former elementary school situated in the Woolton area of Liverpool. The nursery serves the local area and is accessible to all children. There is an enclosed garden area available for outdoor play. Children use two playrooms and a quiet room for their care, learning and development.

The nursery employs five members of childcare staff, all of whom hold an appropriate early years qualification at level 3 and above, including one with Early Years Professional Status. The manager holds an early years qualification at level 6. Additional staff are employed for cooking and gardening. Staff receive support from Sure Start Services of Liverpool Children's Services and an early years teacher advisor.

The nursery opens Monday to Friday, from 8am until 5.30pm, for 50 weeks of the year. Children attend for a variety of sessions. There are currently 31 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language.

### What the setting needs to do to improve further

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

- create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices
- enhance the layout of the sleep room for children to make it more comfortable for children who wish to relax or sleep.

## Inspection judgements

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

Teaching is good. Staff confidently demonstrate good knowledge about how children learn through play, which results in children being motivated and interested in learning across all age groups in the nursery. They gather comprehensive information from parents before children join, which demonstrates very good partnership working. Staff make initial observations and assessments of children and use this information to plan children's learning activities. Consequently, children consistently demonstrate enthusiasm for learning and make good progress. Parents receive regular information about activities their child has enjoyed during the day, so that they can continue to recognise and use learning opportunities at home. Systems for completing the 'progress check at age two'

along with ongoing and summative assessments for all ages of children are well-established. An overview tracking sheet ensures that any gaps in progress are quickly identified and acted upon appropriately.

Staff enable children to become active learners. For example, outdoors, children use a range of recycled materials to be creative and support their interests, such as making a fire engine using crates and tyres. They fly kites outside in the garden and indoors and read a story about a windy day. Staff find a spider and use this as a stimulus to create a range of learning experiences for children, who were fascinated about what the spider was doing in their classroom. This means that children's learning needs are met through first-hand experiences. In addition, children's individual interests are used as a starting point by staff, who are consistently focused on meeting all children's learning needs. Staff attend a range of quality training, which is shared with the whole staff team, ensuring consistency of approach for the children. This is particularly evident with the focus on communication and language development, which effectively supports all children, including those with English as an additional language. All staff listen to and respond with appropriate language to children's interests. For example, children currently have a keen interest in fire-fighters. Staff give children opportunities to extend their language skills and help children to understand the role of a fire-fighter. A visit from a fire-fighter enhances children's learning through their current interests.

Staff are very good at recognising the links between language development and personal and social development, which effectively supports children's self-confidence. In addition, close partnerships with parents and schools ensure a smooth transition into school from the nursery, including children who have special educational needs and/or disabilities. Staff consistently demonstrate how they build on children's interests to support learning and development. They incorporate activities from home into planning, providing opportunities for learning and development throughout all of the educational programmes. For example, 'Doris the take home bear' is a good link between home and nursery, providing further opportunities for children's interests at home to be incorporated into the nursery. The strong key person system and strategies for observation assessment and planning, ensures that all children's needs are identified and met in an inclusive welcoming environment. As a result, children gain the key skills necessary to support their future learning.

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

Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures that all children form positive and trusting relationships. Children settle well at the nursery because staff find out good information from parents about their child to ensure all children's needs are known and effectively met. The environment is calm with a range of resources to support learning and development and children benefit from very good learning opportunities in both indoor and outdoor learning environments. However, there is scope to improve the layout of the sleep room for children who need to sleep or relax, so that it is more comfortable and inviting.

Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes children help to serve their own meals and choose from a healthy varied menu. Children enjoy the meals they have and ask for second helpings. Staff act as good role models, helping children to learn about the importance of good hygiene routines, such as washing their hands before lunch and after toileting. Children are able to manage their own self-care appropriate to their age because staff provide good guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and use appropriate cutlery independently. However, staff do not always make good use of opportunities to fully discuss the benefits of the healthy foods as children eat, in order to enhance their knowledge about making healthy choices.

Children's behaviour is good. Staff use positive strategies to help children understand about acceptable behaviour. Behaviour management training is very well-embedded and staff share their good knowledge to support parents' understanding of positive behaviour management. Children learn about keeping safe as staff give them gentle reminders, so that they don't hurt themselves. All staff are nurturing and know children well. For example, a child was initially upset because they had paint on their hand. The child's key person gently calmed them down and helped them to wash the paint from their hands. This approach is consistent throughout the nursery, resulting in very good progress in personal social and emotional development for all children. To help prepare children getting ready for school, staff work closely with local schools and have devised effective transition strategies in partnership with parents. Children talk excitedly about starting their 'new school'.

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

The management and staff demonstrate a good understanding of the educational programmes to ensure that all areas of learning and development are fully implemented. The manager and her staff have attended a number of training sessions since the last inspection, which has led to an increased knowledge and understanding of how children learn. In addition, robust systems for the tracking and monitoring of children's progress, helps the manager to identify strengths and areas for development in the nursery. Consequently, focused plans ensure children have access to broad range of experiences to help them make good progress towards the early learning goals. Self-evaluation is very detailed with staff, parents and children's views included as they strive to provide the best possible care and education for all children.

Effective systems are implemented to enable staff to continually evaluate their practice and seek ways to improve. This is achieved through the very good role-modelling from the manager. The management team are fully committed to supporting staff development and place a strong emphasis on training. Consequently, staffs' knowledge and understanding of child development is implemented effectively to support children's good progress.

Children's safety is of paramount importance. Policies and procedures for safeguarding

children are comprehensive and are shared with parents, including the complaints policy. All staff have a good understanding of safeguarding and of what to do if they have any concerns about a child in their care. The premises are secure and detailed risk assessments for all areas of the nursery are carried out, including the outdoor area, to ensure that children can play in a safe environment. Robust recruitment procedures ensure that staff are suitable to work with children. Very good partnerships between parents and external agencies is well-established, with effective communication systems ensuring that parents are kept fully informed of their children's needs and progress. All parents spoken to on the day of the inspection reported that they were very pleased with their children's progress in all areas of learning and development and praised the 'home from home' environment for their children.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY296283
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	938388
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Dorothy Leah Rood
<b>Date of previous inspection</b>	22/09/2008
<b>Telephone number</b>	0151 428 1101

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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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