

Childwall Valley Day Nursery Ltd

Childwall Valley Road, LIVERPOOL, L25 2PW

Inspection date

Previous inspection date

02/12/2013

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

- Teaching is good. All staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points, particularly in expressive arts and design.
- Very good partnerships with parents and other agencies ensure that there is consistency and continuity in children's learning and care and as a result, children are well prepared for starting school.
- There are very good systems in place to safeguard the health and well-being of all children and they flourish within a well-managed and organised environment.
- Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.

It is not yet outstanding because

- There is scope to update the technology resources, so that they are easily available for children to incorporate into their play.
- 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.

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 checked all relevant documentation and scrutinised policies and procedures, including those for safeguarding and recruitment of staff.
- The inspector looked at children's learning journals and observation, assessment and planning documentation.
- The inspector spoke with the nursery manager, individual staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers and other professionals spoken to on the day and from written comments.

Inspector

Lynnette Kobus

Full report

Information about the setting

Childwall Valley Day Nursery Ltd registered again in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It was previously registered since 2004. It is situated in a purpose built premises in the Netherley area of Liverpool and is managed by the company. The nursery serves the local area and is accessible to all children. It operates from five designated playrooms and there is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, nine at level 3 and two at level 4. The nursery opens Monday to Friday, all year round, except for the Christmas holidays from 7.30am until 6pm. Children attend for a variety of sessions. 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 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:

- enhance the range of technology resources, so that they are easily available for children to incorporate into their play
- create more opportunities to talk about healthy foods with children, to reinforce messages about healthier choices.

Inspection judgements

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

Teaching is consistently good. As a result, children thrive and are well motivated to learn in this high quality nursery. Staff provide an exciting, stimulating and well-organised environment, both indoors and outdoors. This ensures that all children make good progress in all areas of learning and development and are well motivated to learn through their play. There is a sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. Staff join in children's play, role-modelling and extending their vocabulary, appropriate to children's stage of development. This means that children are learning to develop their language and thinking skills. Children develop their communication and language skills as they show interest in familiar sounds. Staff encourage them to repeat familiar words and give opportunities for children to speak and listen in their own language, in order to

participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. A range of resources to support children who have special educational needs and/or disabilities or English as an additional language, ensure that all children's language and communication needs are met. Consequently, children are highly motivated to learn, which means that they consistently display the characteristics of effective learning.

Expressive arts and design is very well implemented throughout children's learning. Staff provide children with a wealth of materials and opportunities for children to explore art and design, including activities with an art teacher. As a result, all children are particularly confident using paint, a range of resources and role play, which staff skilfully link to all areas of learning and development. For example, babies explore paint and 'gloop' using their hands and feet, clearly enjoying the multi-sensory experience. Staff whole heartedly accept children's own designs, which means that children are very proud of their own artwork and consequently, enjoy their learning and develop self-confidence. Babies engage in varied physical experiences as they bounce, roll, squeeze and throw. Staff support and encourage them to stand and walk using furniture and toys in their playroom. Older children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively, for example, with construction kits, den-making and climbing. As a result, they develop their physical skills. Children have access to resources, which support children's understanding of technology and enjoy using the computer. However, there is scope to further enhance the range of technology resources, so that children can continue to develop skills in this area of learning. Children also like to use everyday recycled materials, such as cardboard boxes, pretending that the box is a boat, a doll's bed or sometimes a 'cosy' place to sit in themselves.

Staff enthusiastically plan learning, using the information gathered from parents on entry to the setting. They observe and assess children throughout their play in nursery. This means that planning activities are based upon children's individual learning and development needs. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and a record of learning that identifies children's learning and progress. Parents talk on a daily basis and during regular parents' evenings. They contribute to learning booklets that are sent home on a regular basis as a communication tool. As a result, excellent relationships are actively contributing to children's learning and progression. Furthermore, very strong links with parents, who fully contribute towards learning activities, means that children are well prepared for school and their next stage of learning.

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

Staff support children to feel secure and comfortable with routines and close relationships with their key person. They fully engage in their activities and experience varied and imaginative learning opportunities, based upon the individual interests of each child. To help prepare children getting ready for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Parents

contribute to their child's learning through regular discussions on a daily basis, their children's individual learning journeys and daily diaries. Staff plan activities based on information from parents. As a result, positive relationships are actively contributing to children's learning and progression. 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 because staff find out good information from parents about their child before they start at the nursery, to ensure all children's needs are known and effectively met.

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 and all eat competently, using appropriate cutlery. Staff act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and positively promoting healthy foods. Children are able to manage their own self-care appropriate to their age because all staff provide good guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and pre-school children take it in turns to be lunch monitors, which helps them prepare for school. However, staff occasionally miss opportunities to give healthy messages to children during mealtimes to help them fully understand the importance of healthy choices.

Staff role model and use positive communication 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. Consequently, children's behaviour is very good. This ethos is consistent throughout the nursery, resulting in good progress in personal social and emotional development for all children. Children have a range of opportunities for physical activity, both indoors and outdoors. For example, children enjoy the challenge of climbing and crawling using age-appropriate equipment, which supports children in gaining confidence as they explore their environment. In addition, this helps them to learn about taking small risks in a safe environment.

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

Safeguarding procedures are very robust. All staff prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor staff performance within the nursery rooms and ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensures that children's safety remains paramount. Robust

recruitment and vetting systems ensure all adults working with children are suitable to do so. Strong partnerships with a wide range of professionals have enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Leadership is very good and focused improvement plans are in place to secure continuous improvement. The staff team share a vision to provide an excellent service for the children and their families, thus, making a positive difference to their lives. They are very well motivated in their continuous professional development and are continually seeking ways to improve.

Very good partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with local schools. Teachers visit their prospective children to get to know them. The nursery work closely with the local early years team who provide training and support. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are very well prepared for their next stage in learning and well prepared for their transition to school. Individual planning for children's development is shared with other parents and appropriate professionals, such as speech and language therapists, if required. As a result, there is consistent, secure support for children with special educational needs and/or disabilities and therefore, all children's needs are very well met.

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	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

Unique reference number	EY463245
Local authority	Liverpool
Inspection number	922124
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	63
Name of provider	Childwall Valley Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	0151 4879327

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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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