

# Woolton Village Day Nursery Ltd

Mount Street, Woolton, LIVERPOOL, L25 6HL

## Inspection date

Previous inspection date

02/12/2013

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff are not always deployed effectively over staff lunch breaks to ensure children's safety and well-being are not compromised.
- The assessment of children's progress is not effective because parents are not asked to share what their children can already do when they enrol and the progress check at age two years has not been implemented consistently and shared with parents.
- Staff do not use the information gathered from their observations to extend children's learning as there are no evaluations or next steps planned. Managers processes for monitoring are not effective, as these weaknesses have not been identified and no plans are in place to address them.
- Adult-led activities to teach children about various cultures and faiths are not always age-appropriate. Resources promoting diversity are limited and children's own unique cultures are not always celebrated.
- Staff supervision and appraisal does not offer specific targets or coaching to support staff in developing their knowledge and skills effectively. As a result, staff practice is sometimes inconsistent and does not help children make the best possible progress.

### It has the following strengths

- Relationships between staff and children are warm and friendly and parents' comment on how much their children enjoy coming to the nursery.

## 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 looked at relevant documentation, including children's enrolment forms and planning, observations and assessment records. She also looked at staff rotas and attendance registers, as well as information used to assess the suitability of staff.
- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted a joint observation with the managers, looking at the practice of staff.
- The inspector spoke with the children and staff from each room. She also held a meeting with the management team.
- The inspector also took into account the views of parents and carers spoken to during the inspection and read their responses to parents' questionnaires.

## Inspector

Valerie Aspinall

## **Full report**

### **Information about the setting**

Woolton Village Day Nursery Ltd was registered in 2013 on the Early Years Register. It was previously registered in 1998 and changed to a limited company in 2013. It is situated in the Woolton area of Liverpool and is managed by a limited company that also operates a further three nurseries. The nursery serves the local area and access to the main entrance and the rear outdoor play space is via a small flight of steps. It operates from converted church buildings and there are enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including two with level 5 early years foundation degrees. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 67 children attending, who are all in the early years age group. 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 meet the requirements of the Early Years Foundation Stage the provider must:**

- deploy staff over lunch breaks to meet the ratio requirements and to ensure children's well-being and safety are not compromised
- develop the information gathered from parents to include what they know about their child's development, in order to identify each child's starting points and more effectively plan to help them make progress
- provide challenging and enjoyable experiences for children in all areas of learning by: using robust observation and assessment of children's learning to identify their next steps and planning for individual children, taking account of their interests, the next steps in their learning and the advice of health professionals
- implement consistently the progress check at age two years, so that a more robust assessment of children's progress can be made
- ensure that a secure foundation for learning is in place for every child, which is consistent and ensures equality of opportunity by; recognising and supporting children's additional languages, teaching children about events and festivals from a range of different cultures and beliefs and providing a range of multi-cultural resources.

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

- reflect on the setting's strengths and areas for development more deeply by using effective monitoring processes, so that weaknesses are identified and action plans devised to address them. For example, sample children's learning records, so that the quality of observation, assessment and planning for next steps are checked
- consider children's different learning styles and adapt activities more effectively to suit them. For example, consider how very young children like to be active learners rather than sit still for too long and lose interest as a result
- extend the process of supervision further by coaching staff to improve their knowledge and practice. For example, support them in developing age-appropriate activities to begin to teach younger children about the similarities and differences between people in the wider community.

## Inspection judgements

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

Children are not adequately supported in their learning and development because staff do not use the observations they make to evaluate what children are learning or to plan the next steps that would help them make progress. In addition, the progress check at age two years is not implemented consistently and play plans to support children with special educational needs and/or disabilities are not informed by the advice of health professionals. Parents are not encouraged to share what they know about what their children can already do when they enrol, so there are no clear starting points in place. Consequently, children are not being effectively supported to make the best possible progress from the start or ongoing as gaps in their learning are not identified.

Teaching through child-initiated play is more effective. Children in the pre-school room are very interested in a snail they find. Staff build on their interest by taking photographs of the snail and finding out what they like to eat. Children look closely at its features, make a wall display about snails and take it home to show their families. However, teaching in other aspects of understanding the world is weak. Staff create displays to promote festivals, such as Hanukkah, but do not know what the festival is about, they plan activities to teach toddlers about the wider world that are not age-appropriate. For example, they provide toddlers with pre-drawn flags from different countries, which they paint. Children's second languages are overlooked, so not valued, as staff do not promote them through speech or print. Consequently, children are not being taught effectively about the wider world. Staff use routines, such as mealtimes to teach children numbers, as they count out with them how many plates they need. Younger babies roll on the floor or are supported to sit, so they begin to reach out and explore the toys around them. Staff use facial expression and varied intonation to communicate with babies. Older babies explore the feel of paint and glitter, some making marks with the paint on paper. This helps them to develop hand eye coordination and to become aware of cause and effect. Toddlers enjoy marching, hopping and jumping, as they join in with staff who demonstrate how to make the movements to a familiar song. Children are soundly prepared for the transition to school, they participate in group activities, cooperate well and are curious learners. They are able to dress themselves and manage their own self-care needs.

Staff discuss the activities children have enjoyed with parents when they collect their children. Formal annual parents' evenings allow staff to discuss the progress children are making and learning records are available for parents to view at all times.

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

During the inspection, sufficient staff are on duty throughout the day to ensure children's safety and well-being is not compromised. However, evidence suggests that this is not always the case over the period of staff lunch breaks, when staff are free to leave the premises. The managers acknowledge this and intend to address the deployment of staff

over lunch breaks immediately to ensure children's safety and well-being is not put at risk. Staff are warm and friendly, they are responsive to children and help them to feel emotionally secure. Children appear happy and engaged in play and seek staff out when they need help or support. In the baby room, babies have their bottle on demand and are cuddled to sleep. Individual care needs are followed, so some babies sleep safely in their cot, while others play in the bright and cheerful playroom. New babies and children have settling-in visits, so begin to develop attachments to their key person. Basic care needs are recorded on children's enrolment forms and discussed verbally with parents, so staff understand each child's needs. Consequently, the transition from home to nursery is usually smooth for both children and their parents. Children moving on to the next room usually move with other children the same age and visit first with their key person, so they adapt well to the changes.

Resources are generally plentiful and are stored at low-level, so that children can access them independently. Outdoor resources, such as climbing frames offer children opportunities to take measured risks in their play. Children dig in the soil to look for worms and experiment with tubes and pipes in the water play, so enjoy playing in the fresh air, as they are fully occupied. Staff teach children appropriate self-help skills by encouraging them to put on their own wet weather suits and wellingtons. These challenging activities help children to develop a 'have a go' attitude and to persist with more difficult tasks, which will help them become confident, active learners when they eventually start school. However, resources that promote children's understanding of the similarities and differences between people are limited, so opportunities to learn about the diversity of cultures in the wider community are not exploited effectively.

Most staff gently remind children to play safely and praise kind behaviour. For example, they model good manners, saying 'please' and 'thank you' to children and remind them not to kick out when they are listening to a group story. Colourful wall displays remind older children of the 'rules' and that 'hands are not for hitting'. As a result, children are learning how to stay safe and are well behaved. However, some staff plan group activities where younger children are expected to sit still and listen. When children want to wriggle about, as is normal for their age, staff concentrate on ensuring they sit still, so the group loses interest. Pre-school children join in activities where they learn to take turns, so are able to cooperate in their play. Consequently, they are beginning to develop the skills, which will help them become ready for school. They are learning to become independent. They wash their hands before eating, pour their own drinks at lunch time and brush their teeth. Meals and snacks are healthy, with fresh fruit being offered everyday. Pre-school children sing a song about healthy food making them strong before lunch and grow seasonal vegetables, such as carrots. As a result, staff teach children to adopt the habits that will contribute to a healthy lifestyle.

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

During the inspection, the inspector found that sufficient staff were on duty to meet the requirements of the Statutory framework for the Early Years Foundation Stage. However, over staff lunch breaks, staff are not always deployed effectively to ensure children's well-

being and safety is not compromised, as some staff are able to leave the premises. The management team acknowledge that this poses a potential risk should an emergency occur and plan to change how staff are deployed with immediate effect. The environment is safe, staff check each room first thing in the morning for any potential risks to children and the garden is also checked before use. Staff have first aid certificates and keep appropriate accidents records. Documentation is in place to record medicines given and to identify children with food allergies or specific requirements. Staff have a sound understanding of safeguarding procedures, they are able to identify possible signs of abuse and know who to contact should they have concerns about a child. Managers have attended safer recruitment training, so have a clear knowledge of effective procedures to follow to ensure new staff have the appropriate skills and knowledge required. All staff are subject to Disclosure and Barring Service checks and are not left unsupervised while these checks are being processed.

Ongoing support for staff, through performance management procedures is too basic to ensure all staff know what they need to do to support children's learning more effectively. Appraisal and supervision records do not set specific targets for development and training opportunities have been limited. While the managers have begun to observe staff practice, feedback is delayed, so staff are not effectively coached to improve their teaching. Some staff are unsure about specific areas of learning and do not evaluate children's learning or plan for their next steps. As a result, staff practice is not consistent enough to ensure all children's learning needs are effectively met in all areas of learning. Although, the management team has a sound understanding of the need to monitor children's overall progress and how the data collected could be used effectively, they are not aware that staff are not adequately identifying and planning to help children progress towards the early learning goals. As a result, there are no plans in place to address any gaps in children's learning.

Parents speak highly of the nursery; they feel included and are asked for their views through day-to-day discussion and written questionnaires. They access the nursery website and keep up to date through social media sites. Although, the management team consult with parents, they have not made their own robust evaluation of the nursery's strengths and areas for development as they have not identified the weaknesses found during the inspection. Consequently, there are no action plans in place to address the weaknesses and develop more effective practice. Partnerships with other agencies are generally sound. The managers attend local cluster groups and specialist support groups, however, not all children receive prompt, targeted support that stronger relationships would provide. Teachers are invited into the setting to meet children prior to them starting school and transition documents are shared.

## 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>	EY463241
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	922123
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Woolton Village Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 4287888

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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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