

Marybone Day Nursery

Addison Way, LIVERPOOL, L3 2EW

Inspection date	31/01/2014
Previous inspection date	25/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		4
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

- Arrangements for staff supervision and monitoring children's progress have not been in place long enough to secure ways of addressing inconsistencies in all staffs' practice, particularly in relation to their knowledge of safeguarding, hygiene and the role of the key person.
- Available resources are not used effectively to engage or challenge children and this impacts negatively on their overall learning and development, particularly when playing outside.
- Some groups of children make limited progress because staff lack sufficient understanding of effective teaching to meet all the learning and development requirements. Some children's individual learning styles are not supported and there are weaknesses in how children's home languages are promoted.
- Monitoring and reflective practice is not robust. This means that any plans for improvements and targets to move the nursery forward are not consistent with what is taking place and the drive for improvement is weak.

It has the following strengths

- The manager has recruited new staff who are experienced and well qualified to help move the nursery forward and partnerships with parents and other professionals generally support children in gaining extra support when they need it.

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 observed activities in various care room within the nursery and those taking place in the outside area.
- The inspector held meetings with the manager and the provider and looked at a range of documentation. This included children's learning records, recruitment and suitability checks, self-evaluation and policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector took account of parents spoken to on the day and of their written comments.

Inspector

Sandra Harwood

Full report

Information about the setting

Marybone Day Nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a company limited by guarantee that is answerable to a committee of trustees. It is situated on the grounds of St Mary's and Holy Cross School near to Liverpool city centre. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff, who all have qualifications ranging from level 2 through to level 5. The nursery also has students working at the nursery who are involved in placements of varying lengths. The nursery opens Monday to Friday. Sessions are from 7.30am until 6.00pm. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The nursery provides funded early education for two, three- and four-year-old children. It supports children who speak English as an additional language. The nursery also offers care for children aged over five who attend an out of school club facility.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff have the appropriate training, skills and knowledge to develop effective teaching to enable them to; guide children's development through effective observations, assessments and positive interactions; provide children with challenging and motivating learning experiences that match children's individual learning needs
- ensure that all those working in the nursery and, in particular students, have a clear understanding of the safeguarding and hygiene policy and procedures
- ensure all key persons are effective in making sure that every child's learning and care is tailored to their individual needs, particularly as they move up through the nursery, and that effective links with parents are made to share information about children's achievements at home
- plan to meet the individual speech, language and communication needs of those children with English as an additional language by providing opportunities for these children to use their home language in their play and learning alongside their developing use of English
- ensure available resources are used effectively outdoors, to fully engage and challenge children and improve their learning and development
- ensure that supervision arrangements are introduced and firmly embedded to foster a culture of mutual support, teamwork and continuous improvement that will offer children a continually improving experience.

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

Not all staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. This means that the quality of teaching is inconsistent across the nursery and children's learning needs are not adequately met. Children's starting points are collected through an 'All about me' form and initial observations are carried out to enable staff to get to know the children in their care. Parents are informed that their children's files are always available to look through. However, inconsistencies in staffs' knowledge means that these assessment files do not always accurately show children's current level of achievement. Some staff identify children's interests and plan activities to support these, however, there are significant inconsistencies in practice. This means that overall activities do not reflect children's individual learning needs so ,

therefore, lack sufficient interest and challenge. Children who speak English as an additional language do not make sufficient progress because staff do not consistently use the key words gathered from parents to ensure they understand and build on their developing use of English.

Staff build generally positive relationships with the parents and share some information with them during discussions on a day-to-day basis. However, children's learning is not maximised because parents are not actively encouraged to share information about their children's on-going achievements at home. Some children acquire the skills, which they need to help them in the next stage of their learning, such as in self-care and communicating with others. However, staff do not make the most of this to take learning and development forward.

Children sit at the table and persevere as they stack bricks on top of each other, as an adult joins them and begin to make their own towers children squeal with laughter as their towers fall. This promotes children's understanding of problem solving. Other children enjoy the dressing up and together with their friend choose a range of outfits; they particularly enjoy the noise the dressing up shoes make on the floor and proudly show them to the adults in the room. Babies enjoy the opportunity to explore the sand; they enjoy the feel and texture of this which supports their sensory development. Some staff in the baby room support children's self-confidence as they respond to gestures when singing and encourage children to take centre stage to demonstrate their actions to a song they all sing together. As children and staff share a story, the member of staff uses this opportunity to introduce mathematical language and demonstrates through gestures, such as the words 'short' and 'long'. She also offers children the opportunity and time to think about the animals in the story and encourages them to think about and link the weather in the story with the weather outside. However, most of this teaching is spontaneous and not carefully planned and rooted in a secure knowledge and understanding of how to promote the learning and development of young children.

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

Children are welcomed warmly as they arrive, they are happy to leave their parents because they have developed relationships with staff, who are kind and caring. This helps support children's emotional well-being. A key person system is in place but this is not always used effectively to support children's needs, for example, during times of transition the key person does not always support the children as they move rooms or exchange information with a new key person. However, senior staff are aware of the importance of this role and work with staff to ensure the key person and children have time to develop a bond.

Outdoor play is included into the daily routine, so that all children spend time enjoying the fresh air. However, the lack of outdoor resources and no clear planning to support staff in providing outdoor learning means that children do not acquire new skills to boost their confidence. A range of healthy snacks are provided and children have access to fresh drinking water as and when required. Young children in the baby room do not always learn the importance of hand-washing before snack time because staff sometimes do not

implement hygiene routines. For example, hand washing or table wiping before breakfast. In contrast, older children are encouraged to wash hands before sitting down to snack or lunch. Older children show some independence in their self-care, for example, they put on their own coats and shoes before outdoor play. This helps to prepare them for the next stage in their learning.

Children's behaviour across the nursery is appropriate. They listen and respond well to staff requests. Children are praised when they do well, which generally builds self-esteem and confidence. The nursery has a range of resources and generally, these are readily available to allow for the children to make some independent choices and decisions about their play. However, children's learning opportunities are often not effectively addressed and the poor use of these resources means that children sometimes lack enthusiasm for learning.

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

Safeguarding policies and procedures are in place. Staff spoken to demonstrates a sufficient understanding of current safeguarding procedures and are aware of the reporting procedure to follow, if they have a concern about a child. The manager and most staff have received training. However, observation during the inspection identifies that the management and staff do not always ensure that students fully understand the policy. Staff are vigilant about the security of the premises and check all visitors before entry. This also includes checks on mobile phone and other technological equipment to ensure children are safeguarded. Required documentation is in place, such as, a daily attendance record for children and their personal information. This adequately promotes children's safety in the event of a fire. Recruitment procedures ensure staff are safe and suitable to work with the children, as relevant checks are carried out and references obtained before they begin to work in the nursery.

An evaluation of the provision is in place; however, the current approach has failed to identify significant areas in need of improvement. For example, recommendations from a previous inspection have not been fully addressed. In addition, gathering and analysis of evidence about the effectiveness of the early years provision lacks rigour. Staff have limited knowledge of what they are planning for the children and how to encourage and support children's learning. For example, during discussions with the staff they were unable to identify the ways they support and encourage children to become involved in all areas of learning. Consequently, children are not making sufficient progress in their individual learning and development. Procedures are in place to carry out the progress check at age two and information shared with parents. Systems are in place to monitor staff and children's learning records; however, these are not yet secure in addressing inconsistencies in all staff's knowledge about observations, assessments and teaching practice, which has a detrimental effect on children's care and learning overall.

Partnerships with parents and professionals are suitably established. The nursery works with schools and other agencies involved in children's care. This provides continuity and

consistency in the children's care. Parents comment that their children are happy and they are pleased with the care and service the nursery provides.

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	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	322355
Local authority	Liverpool
Inspection number	877091
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	24
Name of provider	Marybone Youth and Community Association Limited
Date of previous inspection	25/06/2009
Telephone number	0151 236 1319

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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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