

# Monkton Day Nursery

16 Elmsley Road, LIVERPOOL, Merseyside, L18 8BB

<b>Inspection date</b>	07/02/2014
Previous inspection date	25/08/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- There is a strong ethos of teamwork within the nursery, which means that children have developed a very strong sense of belonging and are very well behaved.
- Highly effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are extremely well prepared for their next stage in learning, including school.
- Exceptional partnerships with parents, grandparents and other professionals are fully embedded. This means that children have continuity in their care and learning and are very well motivated to learn.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on impact for children, which means that all children make excellent progress from their starting points.
- Supervision of staffs' suitability to work with children is very robust. This means that children are always kept safe.

## 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 checked all relevant documentation and scrutinised requested policies and procedures, including those for safeguarding and supervision of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of staffs' suitability to work with children, the provider's self-evaluation form and the development and action plans in place to secure continued improvement.
- The inspector spoke with the nursery manager, the nursery owner, individual staff and children at appropriate times throughout the inspection and carried out a joint observation with the nursery manager.
- The inspector took account of the views of parents and grandparents spoken to on the day, and from written comments.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Monkton Day Nursery was registered in 1980, and operates from a converted detached house in the Mossley Hill area of Liverpool. Children are cared for in separate rooms according to their age and ability. The nursery is registered on the Early Years Register and serves the local and surrounding areas. The nursery is open five days a week from 8am until 6pm all year round, with the exception of bank holidays.

There are 86 children on roll, who attend for a variety of sessions. All children share access to a large secure garden. The nursery provides funding for two-, three- and four-year-olds and supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

There are 17 members of staff employed, all of whom hold appropriate early years qualifications, including three qualified teachers. The nursery works closely with the local authority advisory teachers.

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

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

- enhance the already exceptional environment, for example, by always arranging displays so that they are all at children's eye level.

### Inspection judgements

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

Teaching is outstanding. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children thrive and are well motivated to learn in this extremely high quality setting. Staff provide an exciting, stimulating and extremely well-organised environment, both indoors and outdoors. This ensures that all children make rapid progress in all areas of learning and development. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are exceptionally well prepared for school and their next stage of learning. Staff really value the way children choose to move and provide lots of opportunities for children to be outside in all weathers. Babies engage in varied physical experiences as they explore their environment, using a wealth of resources. For example, there are tubes to throw balls down, musical instruments to shake, textures to feel and plenty of space indoors and outdoors to crawl and practise walking. 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, children use pencils, paintbrushes, construction kits and gardening tools outdoors with a high degree of skill. As a result, children develop their physical skills extremely well. Children develop their knowledge of technology and understand that information can be retrieved from computers. For example, they competently use computers and toys which demonstrate 'cause and effect'. Staff provide an excellent range of resources and there is a sharp focus throughout the nursery to promote all areas of learning and development. However, there is scope to consider the positioning of displays a little more carefully to make sure these are always placed at a level that children can easily see and benefit from.

Children develop excellent 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. This is because staff are highly knowledgeable and well trained, and therefore understand individual children's learning needs. A range of resources, to support children who have additional needs or English as an additional language, ensures that all children's language and communication needs are met. Older children read and write as appropriate for their stage of development and they particularly enjoy using their own alphabet system, which consists of photographs and letter sounds matched to the children's interests. The staff are inspirational in how they encourage children to be imaginative and make connections in their thinking. For example, as children eat their healthy foods and drink, they explain how fish and vegetables are good for them and explain how their plants in the garden need water to grow. The children re-tell familiar tales, such as about a red hen and explain very clearly how the wheat was ground into flour to make bread. Furthermore, they discuss about helping one another and how 'teamwork' gives the best results. Staff let the children develop their own stories, intervening to add language and 'I wonder' questions in order to fully enhance children's language and thinking skills. The children have recently made an 'ice pond' for the penguins and observed ice melting. They have the opportunity to take home 'Percy penguin' and 'Archie the elephant' and come to nursery enthusiastically sharing stories about what these characters got up to at the weekend. For example, one weekend 'Archie' got lost in the Lake District but was fortunately found. Staff show genuine enthusiasm when listening to children's stories, which means that children are consistently motivated and enthusiastic to learn.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan learning using the information gathered from parents on entry to the setting. 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 is first class. Staff have a wealth of knowledge of every child's needs and future needs. Relationships with parents and grandparents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents chat on a daily basis and during parents evenings. They contribute to learning stories, 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.

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

Staff support children to feel extremely secure and comfortable with routines and there are superb, close relationships with children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. 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. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents contribute to their child's learning through the learning stories and communication books, with staff planning activities based on information from parents. As a result, excellent 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 very meaningful information from parents about their child, 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 meal times children help to serve their own meals and choose from a very healthy, highly nutritious 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 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.

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 outstanding. Children learn about keeping safe through highly effective teaching strategies. For example, staff role model very effectively how to develop ways of challenging learning and development, safely. For example, through completing an 'obstacle course' and encouraging bees into the garden, children learn how to understand the world in a well-organised, risk assessed environment. This ethos is consistent throughout the nursery, resulting in outstanding progress in personal, social and emotional development for all children.

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

Safeguarding procedures are outstanding. All staff prioritise children's safety and have an excellent 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. Those in charge fully meet their legal responsibilities to notify Ofsted of any significant events and contact appropriate agencies when any concerns are raised. This information is then fully considered so that clear and effective plans are made to ensure all staff remain suitable and children continue to be fully protected. 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 through exceptional staff supervisions and appraisals. All staff have undertaken safeguarding training externally and all staff follow strict procedures and policies to protect children at all times. 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 ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Extensive support and liaison with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have an excellent 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 the relevant support services becoming involved.

Leadership is inspirational and self-evaluation is well documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families, therefore making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through high quality systems for professional supervisions, peer observations, staffs' self-appraisals and discussions during meetings with the managers and the early years teacher. The system of evaluation of staff performance through peer observation is robust and fully encourages staffs' continued professional development in order to learn through honest and critical reflection. A wealth of training for all staff, has contributed towards the successful implementation of the Every Child a Talker programme, Stepped Approach training and Health Promotion in the Early Years.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. The nursery works closely with the local authority early years team who provide training and support. Staff have exceptionally good relationships with parents and grandparents, who are fully involved with their children's learning and development. 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 extensively 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 extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with any identified needs and therefore, all children's needs are exceptionally well 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

<b>Unique reference number</b>	322347
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	953922
<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>	56
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Susan Poole
<b>Date of previous inspection</b>	25/08/2009
<b>Telephone number</b>	0151 724 4500

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

