

Childwall Valley Day Nursery Ltd

Childwall Valley Road, LIVERPOOL, L25 2PW

Inspection date	26/03/2014
Previous inspection date	02/12/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff know the children and families well and provide a calm, welcoming nursery in which children are secure, happy and confident to express themselves.
- Good safeguarding procedures ensure children's safety is effectively promoted. Children are constantly supervised and cared for by suitable and skilled staff.
- The quality of teaching and learning is good. Children enjoy a wide range of indoor activities that are effectively planned to meet each child's unique learning needs.
- Children's dietary needs are very well met. This is because the cook uses fresh ingredients to prepare a varied range of meals and snacks.

It is not yet outstanding because

- There is scope to support children further in investigating and exploring outdoors, by providing greater access to equipment, such as magnifying glasses and microscopes.
- Lunchtime for three-year-olds is not always sufficiently organised or resourced to keep children actively engaged in learning at a high level, particularly just prior to lunch and when self-serving.
- Monitoring of general practice, such as the organisation of routines, is not focused enough to ensure consistently high teaching and learning is maintained across the whole of 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.

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 observed activities in the three buildings and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the nursery and talked to some staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the nursery's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Lynne Naylor

Full report

Information about the setting

Childwall Valley Day Nursery Ltd registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the Netherley area of Liverpool and is managed by Childwall Valley Day Nursery Ltd. The nursery serves the local area and is accessible to all children. It operates from three linked buildings and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, nine at level 3 and two at level 2. The nursery opens Monday to Friday from 7.30am to 6pm, 51 weeks a year. Children attend for a variety of sessions. There are currently 63 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak 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:

- support children further in investigating and exploring by providing greater access to equipment, such as magnifying glasses and microscopes
- review the lunchtime arrangements for older children to ensure best use is made of time and resources, in order to keep children actively engaged in learning and to enhance their independence
- build on the good monitoring arrangements by placing a greater focus on achieving consistency in the quality of teaching and learning during daily routines.

Inspection judgements

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

Staff know the children well from their observations and from talks with parents. They know what children like to play with, their individual abilities, skills and the next steps in their learning. Staff effectively track each child's progress, which enables them to identify any gaps in their learning and take early action to secure support where appropriate. Daily verbal exchanges, sharing of records and written summary reports every three months keep parents well informed about their child's good progress. Assessment records indicate children improve consistently. This is confirmed by parents and carers spoken to at the inspection. As a result, children are all generally working comfortably within the typical range of development expected for their age. Children's good progress in physical, personal, social and emotional development ensures that they have the key skills needed

for the next steps in their learning, such as moving on to school.

Staff are skilled at promoting positive attitudes to learning and generally provide good opportunities for children to be active, inquisitive, independent thinkers and learners. However, there is scope to better organise lunchtime preparations for three-year-old children so they are more involved in the process and stay engaged in learning. Mealtimes across the nursery are sociable occasions as they sit together in their key groups. They learn how use utensils correctly and wait until everyone has finished before leaving the table. This helps to prepare them for school and promotes some self-help skills. Staff are confident in their teaching, and most of the time, particularly during planned activities, children's learning is effectively supported. For example, staff help children to talk about different letter sounds as they complete an alphabet jigsaw. This supports their knowledge of letters and sounds, and subsequently supports their readiness for school and their next stage of learning. Children develop mathematical skills as they count coloured pegs and place them in the peg board to make patterns. They refine their literacy skills as they draw on paper with readily available pens, pencils, paints and chalks.

Across all the ages, staff read stories and frequently look at books with individuals and groups of children. This effectively promotes children's interest in reading. Staff talk to babies and sing songs and rhymes, which purposefully encourages their communication. Two-year-old children sit together and join in action songs as music plays. This enjoyable activity increases their good speaking and listening skills. Every day, children play outdoors with a range of toys, which provide opportunities for learning in many areas, such as literacy and expressive arts, as well as physical development. For example, children sit in deckchairs and look at books, play imaginatively with pans and household items and bang on them to make different sounds. Children also keenly dig in planters and search for bugs, although opportunities to look closely at what they find are not so well supported. This is because resources, such as magnifiers, are not readily accessible to help them investigate and refine their technological skills. Outings in the local area, such as to the park and the local library, significantly increase children's awareness of their community and develop their understanding of the world. Children learn to value their community and the earth's resources as they talk about recycling while making models from unwanted boxes and containers. They learn about their own cultures, festivals and religions, as well as those of others, through discussion, displays, stories and creative activities. Parents kindly share their culture and languages with the children, for example, a parent provides decorations and Chinese writing for a Chinese New Year display. Also, children are taught simple words in French by a parent. This values the home languages of children and enables all children to appreciate the skill needed to speak more than one language.

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

Each child has a staff member identified as a key person before they first start. The key person effectively supports them to become familiar with the setting, ensures their individual needs are met and builds a relationship with their parents. Children demonstrate secure attachments to staff and confidently interact with visitors, which shows they feel safe, emotionally secure and self-assured. Children are given plenty of time and freedom

to become deeply involved in activities they are enjoying. They receive praise, stickers and certificates from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. Children develop a good understanding of risks and how to manage them. Staff teach children how to use most tools safely, for instance, scissors when cutting. They listen to stories with safety messages, play imaginatively as fire officers and join local events where they meet and talk to people, such as community police officers.

Children move freely around the rooms and access a broad range of experiences that develop their growing independence and emotional well-being. Children gain an understanding of the need for physical exercise as part of a healthy lifestyle. Pre-school children exercise and develop good coordination during planned sessions in the garden. The individual health, physical and dietary needs of babies and children are discussed with parents and exceptionally well met. They eat nutritious meals, cooked on the premises, which include plenty of fruit and vegetables. The cook looks out for new nutritious recipes, such as chicken barley stew. She tries them out and then talks to children to gain their views before adding them to the menu. Children talk about healthy eating as they eat lunch and make sandwiches and pizza for their snack. They are increasingly involved in planting and growing foods, for instance, they grow tomatoes, wash and eat them. Children understand the importance of hydrating their bodies and confidently help themselves to drinks of water. Babies and children sleep comfortably and hygienically in cots or on beds with their own bedding, and any comforters brought from home. This helps them feel emotionally secure.

When children move up from the baby unit to the toddler unit and then to the pre-school unit, their good progress continues. This is because staff organise visits and ensure that the new key person has a written assessment of the child's prior skills, knowledge and understanding. Transitions are discussed thoroughly with parents and effective procedures are followed to ensure that children continue to feel safe and secure. Information, for example, 'top tips' for preparing children for school, is clearly displayed and shared with parents. This ensures children receive strong support for moving on to school and are emotionally well prepared. Children acquire good social and learning skills that equip them well for the future. They learn about different emotions and the way these can be expressed. They use polite, courteous language, such as 'please' and 'thank you', appropriately. There is effective partnership working with other professionals and services to ensure all children's needs are effectively met.

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

The manager and staff understand the safeguarding and welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The manager audits all the safeguarding procedures annually. Robust recruitment and vetting, followed by in-depth induction and appraisal, check and monitor each staff's suitability to work with children. Evidence of checks, including from the Disclosure and Barring Service, are available for inspection to evidence their suitability. The nursery is kept secure and staff consistently implement clear policies and procedures which protect

children. Arrangements for safeguarding children within the nursery, and through work with outside agencies, are good. All staff are trained in child protection and have access to the appropriate phone numbers to ring if concerned about a child. Outings are fully risk assessed before children are taken out and parents provide written consent for children to go on them.

Children freely choose activities from a wide range of accessible toys and books. Staff track children's progress and the manager holds regular staff supervision meetings in order to monitor the records for accuracy. Together, they identify the progress of individual children or groups of children and take appropriate action to close any gaps in children's learning. This supports all children to make good progress given their individual starting points and helps to prevent them being left behind. The manager and staff have a wealth of skills and knowledge to deliver high quality teaching and learning. Regular supervision sessions and room observations are beginning to help the staff reflect on their practice and identify future training needs. However, there are times, such as outdoor play and lunchtime for three-year-old children, when the performance of staff is not consistently monitored or supported to deliver high quality learning. As a consequence, children are not always engaged in learning at the highest level.

The manager meets regularly with senior management and the managers of other nurseries owned by the company. They share ideas and work closely to build up the quality of their provision. They effectively identify their strengths and areas to develop and have positive improvement plans. Children are regularly asked what they like about the nursery, and parents' views are actively sought verbally and through questionnaires. Parents spoken to at inspection express how pleased they are with the nursery. Parents have access to information on noticeboards and received electronically and in newsletters. Staff work increasingly well in partnership with others to benefit children. They liaise with local schools and the children's centre and join community events in the local area.

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	955004
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	02/12/2013
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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