

Woolton Village Day Nursery Ltd

Mount Street, Woolton, LIVERPOOL, L25 6HL

Inspection date	29/05/2014
Previous inspection date	02/12/2013

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		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The enthusiastic and caring staff team ensure that children are warmly welcomed into the nursery. Staff engage parents effectively to ensure that children's specific needs are known. This means that children are supported well and they enter eagerly and are happy and at ease in their surroundings.
- Children's safety and well-being is effectively promoted as staff ensure the premises are well organised in a safe and inviting manner for children. Safety procedures are followed with consistency and staff securely understand the procedures for child protection.
- Children's prime areas of learning are promoted well. As a result, children of all ages demonstrate an eagerness to try things and are developing sound skills and attitudes that promote future learning.

It is not yet good because

- Staff are not yet planning for children's next steps of learning with sufficient precision to ensure that the activities they provide maximise children's learning.
- Staff do not consistently use skilfully questioning to extend children's critical thinking skills; and they do not always exploit opportunities to further promote children's mathematical development when outdoors.
- Self-evaluation and the management monitoring systems do not yet robustly review of the effectiveness of any changes made.

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

- Prior to the inspection, the inspector viewed the nursery's self-evaluation document; previous inspection report and monitoring visit report.
- The inspector observed activities in the three playrooms, the outside learning environment and viewed equipment being used on the day of the inspection.
The inspector held meetings with the nominated person for the company, the manager, the deputy manager and spoke with several of the remaining members of staff including the cook at appropriate times during the day. The inspector also took account of the views of children and a parent spoken to during the inspection.
- The inspector viewed records for children's assessment and planning; regulatory records regarding adults' qualifications, vetting and suitability; and children's regulatory registration details. He discussed the procedures for safeguarding children and viewed the risk assessments and other safety documentation.
- The inspector conducted a joint observation with the manager and deputy manager of an adult-led activity in the preschool room.

Inspector

Frank Kelly

Full report

Information about the setting

Woolton Village Day Nursery Ltd was originally registered in 1998 and was re-registered in 2013 to reflect a change in legal status. It is one of four nurseries run by a company. It operates from premises situated in the Woolton area of Liverpool. The nursery serves the immediate locality and also the surrounding areas. It opens Monday to Friday, from 7.30am to 6pm, all year round with the exception of a week at Christmas and bank holidays. Children attend for a variety of sessions. Children are cared for in three rooms and they have access to three enclosed outdoor play areas. Access to the premises is via a set of steps. There are currently 89 children in the early years age range attending. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery cares for some children who speak English as an additional language. There are currently 15 staff working directly with the children. Of these, 13 have appropriate early years qualifications. These include, one member of staff who has an early years foundation degree and 11 who have a qualification at level 3. Two member of staff are working towards a qualification and two of the qualified staff are working towards a foundation degree. The setting receives support from the local authority. It is registered on the Early Years Register.

What the setting needs to do to improve further

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

- take action to support staff to strengthen their formative assessment skills; help them to plan with precision to support children's next steps for learning so that activities take account of the individual child's needs and interests so as to maximise the opportunities to support each child to make the best progress possible.

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

- support staff to extend their knowledge of how to skilfully question children during activities; to extend the opportunities for children to think critically, predict and explore what they are doing to improve on their learning
- increase the opportunities for children to extend their mathematical understanding when outdoors; by providing chances to match numbers, sort and group items and practise simple counting and calculation in activities, such as role-play situations, for example, a car wash, creating numbered parking bays, and a shop with a till, scales, and packets to purchase and sell
- improve further the systems for self-evaluation and the monitoring of the ways changes are reviewed; to enable a more accurate assessment of any weaknesses and inconsistencies in practice and so that action plans can be devised so that a well-established programme of development and improvement is firmly embedded.

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

Staff demonstrate a sound understanding of how play supports the children to make progress in their learning and development. The range of activities available to children provides a firm foundation for ensuring that children have experiences that span aspects of each of the seven areas of learning. Staff have organised the nursery well to create a welcoming place which promotes the children's learning. Each room and the connecting corridors contain a range of displays of pictures, labels, numerals and photographs for children to look at and explore. The toys and equipment, such as, books and musical instruments are stored so children including those in the youngest rooms can reach them independently. Throughout nursery, there is access to sand and water and staff provide additional tactile experiences, for example, babies explore the feel of playing with custard. Consequently, these types of activities are helping children to develop their exploratory natures and physical skills. While indoors, children are encouraged to count as they play or

during routines. For example, staff encourage children in preschool to count how many spaces are left at the table. With toddlers, they count as they get ready to go out to play and with babies, staff count as they encourage the children to build with the blocks. However, staff do not as readily encourage such activities when children are outdoors. They have not considered how they could use the good resources they have to create number matching and role-play situations that encourage children to explore and extend their understanding of numbers and number-solving problems. Nevertheless, the free access to a varied range of tools for early writing and making marks is having a positive impact. Children of all ages hold pencils and other tools competently so they can create marks and pictures. The singing of songs and exploring of the sounds of letters are used on a daily basis to help children extend their language for talking and communication. These activities also support the children's emergent reading. As a result, children are being securely prepared for the next stages of their learning and future more formal education.

Information from parents is sought when children first start and it is beginning to be used to create a more effective base-line assessment. Staff are linking this information to a tracking document so they can plot children's progress and identify the children's starting points. However, some of the children's records are not yet implemented as consistently as others or do not contain all the relevant information. The revised procedures for the assessment and planning for children's learning that have been introduced are in the main are working well. Staff are using relevant guidance documents to identify if children are showing typical development, are at risk of delay, or ahead for their age. From these documents they are using suggested ideas for activities to support children to take the next steps in learning. While the activities planned are appropriate to the children stages of development there are some inconsistencies in the quality of teaching. Some staff are not using fully, their knowledge of the children's interests and preferences to best effect. As a result, the planned activities do not always interest and engage the children, which means children are not supported in ways that help them maximise their learning. Staff now consult with parents and implement a progress check for children between the ages of two and three years. Daily discussions and ideas about children's learning are shared with parents to further complement the children's learning in the nursery and when at home.

Children enjoy their play with staff and eagerly join in activities, such as singing songs with puppets. Staff play games with the older children that provide some ways to predict, such as guessing which colour disc they will pick from an enclosed box. Outdoors, some children create a 'pirates' map following a similar recent adult-led activity. These activities allow the children to learn about taking turns, concentrate on a task, discuss possible outcomes and problem solve. However, some staff are less skilled at identifying ways to reshape tasks as they occur so as to create chances for the children to problem solve and share what they think. For example, when children show an interest in making paper aeroplanes staff do not encourage them to try to make their own. They do not model language for thinking by talking through their actions as they themselves create the models. Similarly they do not encourage children think about and discuss how far or high they can make them fly. Throughout nursery children of all ages have access to and use a varied range of technology, for example, toddlers can select torches and the preschool children operate the computer and music players with familiarity and confidence. Children

act out their experiences in the role-play areas and participate in a range of activities that allow them to paint and use creative materials and media.

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

Good information is sought from parents before children start. Arrangements for sharing the information involve the allocated key person and parents meeting while children visit. The setting demonstrates suitable ways of working with other services to support children should they have a special educational need and/or disability. Specific care plans are created which allow the staff to ensure that children's unique dietary and health needs are met well. Younger children's rest and feeding routines are followed to provide consistency for children. The caring manner and warmth of welcome means each child is greeted with enthusiasm and as a result, children are developing strong bonds with staff and a sense of belonging. Staff recognise children's actions and when they may need reassurance; for example, they encourage the children to locate a 'comforter toy' or lift children up so they can see photographs of their family on a display. Toddlers regularly make contact with familiar adults when strangers enter the room. Gentle reassurance from the staff means they are soon playing freely and with confidence. This positive practice throughout the nursery promotes the children's sense of feeling safe and well-being. As a result, children's emotional well-being is effectively promoted throughout the nursery.

Children enjoy lots of opportunities to be physically active both indoors and outdoors. The wide range of resources and additional waterproof clothing means that children of all ages play outdoors on a regular basis throughout the day. The interesting split-level designs of gardens means that all groups of children encounter regular challenges, such as using the steps to climb up and down. This supports children to develop their physical coordination and helps them develop their sense of keeping themselves safe. It aids them to judge how to use steps on climbing apparatus. Growing projects, including tubs of herbs and tomato plants across all areas, allow the differing ages of children to use their senses and learn about food and how it is produced. Lunchtimes are lively and very well-organised activities. Children learn to wait to serve themselves. They are developing very good self-help skills as they collect their tray, spoon their tasty meal of chicken and pasta onto their plate and pour themselves a drink of water. They carry their tray with skill and care to a table of their choice. The addition of table cloths creates a homely feel and these times are relaxed and sociable occasions. During lunch they enjoy times to talk with the staff and their friends about what they have been doing that morning and how food gives you energy and helps you to grow. Consequently they are developing a good understanding of things that contribute to a healthy lifestyle. Staff follow good hygiene procedures and actively encourage children to adopt appropriate skills, such as dressing themselves and washing their hands at appropriate times. Consequently, children are supported well and are making good progress in their social, physical and communication skills.

A range of toys, books, posters and other resources helps children to strengthen their understanding of the wider diversity within today's society. Staff use the special celebrations of the children attending to share with all the children in an appropriate way. For example, children learn about the recent Jewish celebration of Passover. They talk about the similarities and differences in customs. Following a story about why the

celebration takes place the children painted pictures of their 'big waves'. This places their learning at an appropriate level and promotes an inclusive environment where all the children attending have their uniqueness acknowledged. Parents are engaged fully and kept up-to-date with all transitions. Key words to support children who speak English as an additional language are sought and displayed in the playrooms to support the children to settle. The arrangements for children to move through nursery work well as they allow children to become familiar with the new playroom and key person. Updates are sought from parents for children who only attend during school holidays so that staff can ensure children continue to feel secure. As the end of the summer term approaches staff have implemented a range of good strategies for the children in preschool for their forthcoming move onto school. Uniforms for dressing up in and photographs and school emblems are displayed in the 'our classroom' area. Staff are working closely with parents to arrange contact with the children's differing schools and teachers. Fun activities, such as making up and writing a story, allow children to develop their turn taking and ability listen to others. Consequently, the staff support the children to be happy, behave well and play nicely with each other.

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

Following the last inspection, when the nursery received a number of actions to improve, a monitoring visit was conducted to ensure the provider had taken appropriate steps to improve children's learning and well-being. At the monitoring visit, the inspector found prompt and effective action had been taken to address these actions. During the inspection, it was found improvements have continued to be sustained or are in the process of becoming more securely embedded in practice. Overall, the managers and staff demonstrate a secure understanding of the requirements of the Early Years Foundation. Regulatory documentation is generally maintained in an orderly way and is available for inspection as required. The procedures for the recruitment of staff reflect current guidance, which ensures that adults within the nursery have the relevant integrity, experience and skills for their role. Most staff have completed a Disclosure and Barring Service check and those that are awaiting the completion of their check are never left unaccompanied with the children. The safeguarding children procedures reflect fully the requirements of the Local Safeguarding Children Board. Training opportunities, induction procedures and team meetings mean that staff are familiar with the procedures to follow including those regarding the use of mobile phones. Staff demonstrate a sound familiarity with the actions and steps they must take to report any concerns about the well-being or safety of a child. They are familiar with the procedures for whistleblowing and the contact details of the relevant agencies are easily located throughout the nursery. The premises are suitably maintained and the risk assessments are further improved by a series of daily checks undertaken by staff. Children are well supervised throughout their day and suitable systems for monitoring the access to the premises are in place.

Since the last inspection, it is acknowledged the management have made some good progress to address the issues requiring action. They have actively engaged with the local authority for support, created action plans and overall they have addressed the actions and recommendations from the last inspection. A revised staffing structure now means

that the organisation over periods, such as the lunchtime breaks fully comply with the requirements of Early Years Foundation Stage. As a result, children's safety is improved and they are more fully protected. Staff training has been provided and new systems for the planning and assessment are in now place and are improving children's learning. Parents are consulted when children start and also when staff plan to undertake a progress check for children between the ages of two and three years. A programme for the regular supervision and appraisal of staff is underway but this is still in its infancy. Staff and parents' views have been sought as part of the self-evaluation process. Managers are also reviewing the learning records of children. However, they have yet to develop a fully secure system to ensure that improvements remain sustained and are applied consistently to effectively address any variables in the overall quality of teaching. Nevertheless, staff are enthusiastic and eager to share their ideas and they work well together which creates a pleasant environment for the children to be in. Children receive plenty of adult attention as there are the above minimum required qualified adults currently caring for the children.

Partnership with parents is fostered well. There is a wide range of printed a material and displays about all aspects of the nursery and learning throughout. Regular newsletters are provided and daily chats allow additional sharing of information. Parents value the way staff are welcoming to their child and acknowledge the staff's willingness to work in partnership with other agencies and services should the need arise to support their children. Parents' evenings are provided to share information about the children's progress and following a recent questionnaire the frequency of how often they take place is to be increased.

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	EY463241
Local authority	Liverpool
Inspection number	963002
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	69
Number of children on roll	89
Name of provider	Woolton Village Day Nursery Ltd
Date of previous inspection	02/12/2013
Telephone number	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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