

Liverpool Nurseries Greenbank

57A Greenbank Road, Mossley Hill, Liverpool, L18 1HG

Inspection date	02/05/2014
Previous inspection date	09/09/2013

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

- Arrangements for safeguarding children within the nursery and through work with outside agencies are good.
- Effective partnerships with parents and other professionals involved with individual children ensure children's learning and development needs are well met.
- The leadership and management team demonstrate a strong commitment and ability to build on the quality of their nursery, in order to sustain the children's good progress in learning and development.
- Effective planning provides children with a broad range of exciting and stimulating activities that build on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.

It is not yet outstanding because

- There is scope to improve lunchtime for three-year-old children as this experience is not planned as effectively as other times of the day to ensure children's social skills are promoted.
- Opportunities for staff to share their best practice, for example, through peer observations, have not been fully considered as a way for them to develop professionally and maximise children's learning.

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 the six playrooms and three outside learning environments.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the provider, manager and deputy manager of the provision and spoke with some staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form 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

Liverpool Nurseries Greenbank was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries managed by Liverpool Nurseries Group. It is situated in a detached house in Mossley Hill, Liverpool, and serves the local area. It operates from the ground floor and first floor, with staff facilities on the second floor. There are three areas for outdoor play. The nursery employs 33 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, 15 at level 3, one at level 5, three at level 6 and four with Early Years Professional status. The nursery opens Monday to Friday from 7am to 6pm, all year round. Children attend for a variety of sessions. There are currently 176 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the use of space, resources and equipment at lunchtime to keep three-year-old children engaged and their good social skills consistently promoted
- explore further the ways for staff to share ideas and model highly effective practice to others in order to maximise children's progress in learning to the very optimum.

Inspection judgements

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

Before children start nursery, staff actively encourage parents to share what they know about their child's learning and development at home. Together, they decide the next steps for the child's development. Staff then purposefully plan activities that interest children and meet their learning needs. Staff observe and accurately assess children's progress as they play, and support and purposefully extend their learning. Effective tracking of each child's progress enables staff to identify any gaps in their learning and take early action to secure support where appropriate. Staff and parents continue to exchange information. Assessment records indicate children improve consistently, and 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 confident in their teaching, and most of the time, children's learning is very effectively supported. Staff purposefully provide a wide range of sensory

resources for children to discover, explore and increase their awareness of their world. Older babies laugh as they clap their hands covered in foam and some sit in large trays of water and splash with their hands. Two-year-old children run their fingers and toy farm vehicles through coloured gel on a table. These sensory experiences successfully motivate babies and children to make marks with their fingers and encourage their early writing skills. Similarly, children concentrate well on creative self-chosen tasks, such as crushing dry cornflakes, painting at an easel, manipulating dough, drawing at the table and cutting and gluing different papers and boxes.

Events are regularly scheduled to involve children's families in the nursery. For example, dads are invited in to help children plant flowers in the garden, and grandparents work with children to decorate photograph frames. Parents are involved via social media in judging competitions. For instance, children make large cardboard constructions for the Japanese Takayama float festival and parents vote for them. Special days and events are frequently built into the planning, which successfully increases children's awareness of the world. Children talk about Earth day as they play imaginatively in the mud kitchen, and they make a volcano for science day. Children paint and display the signs and symbols of different religions, including Christianity, Judaism, Sikhism and Buddhism. They learn about the cultures of others, for example, they talk about Holi, the Hindu spring festival of colours. During this festival, children experiment with different colours, for example, they cover each other with coloured powder and water, which they follow with a colour-mixing activity. Outdoors, children plant and water flowers, which allow them to learn about how to care for other living things. They also actively learn about nature as they search for worms in the soil and bugs in the insect house.

Staff encourage babies' speaking and listening skills and steadily encourage their understanding so they can link words with actions. Individual support plans are in place to ensure children who speak English as an additional language receive appropriate support. Staff use key words in children's home language to support their understanding of English. Children develop good speaking and listening skills and show a keen interest in literacy. They visit the local library, choose to look at books, listen to stories read by staff and frequently sing rhymes. Children are encouraged to read favourite books to their friends. They are able to describe the characters, the story and features of a book. Regular outings in the local area significantly increase children's awareness of their community and develop their understanding of the world. Toddlers explore technology as they push buttons on toys to activate sound and light. Staff encourage children to identify with numbers, for example, they count the bears in the storybook and match these to the puppets used as props. Currently working on numbers, staff hide written numerals in the garden and children hunt for them.

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

Children develop strong self-help skills as they move freely around and help themselves to a broad range of experiences. They recognise and manage their personal needs increasingly well, relative to their ages. Good access to bathrooms from each room means children safely and independently choose when to go to the toilet. However, staff are always on hand to provide support where required. Staff encourage pre-school children to

follow routines, such as washing hands independently, although staff check and remind children who have not done so. Occasionally activities are purposefully planned to teach children how and why hands should be washed. Children of all ages help themselves to drinks of water when thirsty whether indoors or outdoors, due to good provision of water and cups. Children's dietary needs are addressed appropriately. Nutritious meals are cooked on the premises from fresh ingredients. Children serve themselves lunch, taking turns and waiting patiently for their turn, although only one serving spoon for each table makes this a longer wait than necessary. Children follow routines well, which is good preparation for school, for example, they scrape their plate and put their cutlery in a container when finished. Staff are suitably qualified, and throughout the day staffing levels are well maintained. Staff are effectively deployed to meet required ratios and ensure children are supervised so their care needs are met. Children generally behave well and staff sort minor squabbles quickly and sensitively. There is scope, however, to better organise the time and resources at lunchtime for three-year-olds. This is in order to reinforce their good social skills as well as they do at other times of the day.

Each child has a staff member identified as a key person who supports them to become familiar with the nursery, ensures their individual needs are met and builds a relationship with their parents. Staff ask parents for familiar words in their home languages, which they use to help children when settling in. Two-year-old children enjoy daily time with their key person, which enables them to form secure emotional bonds. Staff plan and provide experiences, which are suitable for the children in their group. For instance, children give close attention to a story because they sit closely to their key person and join in with puppets. Children learn to handle emotions as they talk about why the bear is sad. Older children demonstrate secure attachments to staff and confidently interact with visitors, which demonstrates they feel safe, emotionally secure and self-assured. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. Staff promote the good health of children attending the nursery. A suitable procedure is clearly discussed with parents and/or carers for responding to children who are ill or infectious. Babies and children sleep comfortably in cots or on beds at times according to their routine. Good hygiene is maintained as bedding is washed after each use. The nursery keeps a good supply of clean bedding, towels and also spare clothes if children get wet during activities and do not have a spare set of clothes from home.

Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. There is ample space for babies to roll and crawl and for toddlers to practise walking. Outside, babies crawl in and out of tunnels and up and down imitation grass slopes. Staff sensitively encourage and support them as they improve in ability and confidence. Older children enjoy ample space to run and develop physical skills in the garden. They develop a good understanding of risks and how to manage them as they play. They practise climbing skills on steps in the wood hut and come down the slide, supported well by staff for safety. Staff purposefully roll balls to young children, which encourages them to develop coordination as they roll and kick the ball back. Children also balance well as they walk across stepping pods and as they ride on wheeled vehicles. A physical education teacher visits every two weeks and leads children aged two years and over in themed exercises, such as jumping like frogs. Children's good progress continues each time they move up to the next room. This is because staff organise visits to the next

room and ensure that the new key person has a written assessment of the child's prior skills, knowledge and understanding. Staff prepare children well for moving on to school. They show children photographs from the school websites to familiarise children with aspects of school. They add lunch boxes to the role play so children can practise getting their own lunch. This is following information from a teacher on the difficulty some children have opening their lunch box when first starting school. They use stories and photographs to prepare children well for the next stage in their learning.

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

The leadership and management team understand their responsibility to meet the safeguarding and welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Robust recruitment and vetting, followed by in-depth induction and appraisal, check and monitor each member of 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. Good arrangements are in place for safeguarding children. All staff are briefed on child protection and have access to the appropriate phone numbers to ring if concerned about a child. Room leaders meet weekly and pass on any updated information to their team. All staff receive safeguarding updates at staff meetings, and sometimes a safeguarding quiz is held to check staff's knowledge. On a daily basis the clear policies and procedures are implemented consistently by staff, which protects the children well. The medication policy is clearly written to follow current guidance and is clearly shared with parents to ensure the safe administration of medicine. When returning indoors from outside, staff check each child against a list to ensure all children are safe and no one is left outside. The nursery is kept secure at all times and access to the building is carefully monitored by staff. Regular risk assessments and fire risk assessments are made and evidence of public liability insurance is clearly on display.

The management team and staff have a wealth of skills and knowledge to deliver high quality teaching and learning. Regular supervision sessions enable staff members to reflect on their practice and identify future training needs. However, opportunities for staff to learn from each other, for example, through peer observations, have not been fully considered as a way of sharing the best aspects of practice. As a consequence, although happily occupied, children are not always learning at the highest level. On the other hand, staff share what they learn from external training events in order that all staff may benefit. Following training on woodwork, a risk assessment has been completed, tools bought and staff are ready to train other staff to provide woodwork activities. Children freely choose activities from a wide range of accessible toys and books. Staff display an accurate understanding of children's skills, abilities and progress. They track children's progress and the manager monitors the records to ensure accuracy. Together, they identify the progress of individual children or groups of children and take appropriate action taken 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 management and staff team have a good capacity to maintain improvement. The company takes care of some office responsibilities, which enables them to use their skills and knowledge to improve the effectiveness of teaching. The leadership and management team work closely to identify areas to develop. Their positive improvement plans are having a good impact on the learning of two-year-old children. Partnerships with parents and external agencies strongly contribute to meeting children's needs and securing the support they need. Parents spoken to during the inspection speak positively about the way staff help their child settle in and inform them of their child's day. Parents have access to a wealth of information about the nursery. A suitable written procedure for dealing with concerns and complaints from parents is in place. Any concerns or complaints from parents are handled appropriately and a written record is kept of their outcome. Parents are well informed about the Early Years Foundation Stage. They choose either diary sheets or book as way of being informed about their child's day. All parents have access to a parent webcam during the day to see what their child is doing. Twice a year, evening events are held for parents to discuss their child's learning and look at their file. Nursery signposts parents to the children's centre for support. Staff work well in partnership with other agencies to identify and meet the needs of children with special educational needs and/or disabilities. A special educational needs disability link worker visits from the children's centre, and other professionals, such as physiotherapists and speech and language therapists, visit to work with individual children and to provide ideas for staff, such as techniques to encourage walking.

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	EY445153
Local authority	Liverpool
Inspection number	965633
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	115
Number of children on roll	176
Name of provider	Liverpool Nurseries Greenbank
Date of previous inspection	09/09/2013
Telephone number	01517334037

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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.

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.

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Piccadilly Gate
Store St
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M1 2WD

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