

# Mosscroft Childcare Ltd

Hilltop Childrens Centre, Bedford Close, Huyton, LIVERPOOL, L36 1XH

## Inspection date

Previous inspection date

13/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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	1
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

- Teaching is securely based on staffs' thorough knowledge of the Early Years Foundation Stage. Therefore, they make good use of opportunities to promote children's learning through free play and structured activities.
- Children are protected through robust procedures to prevent them from coming to harm. Staff have a good understanding of their responsibilities and the correct steps to take should they have a concern about a child.
- Staff put much effort into engaging with parents and this has an extremely positive impact on children's care and education. Staff also work in close partnerships with many external agencies, such as schools, children's centres, health care professionals and the local authority. These partnerships are highly effective in meeting children's needs to an excellent standard.
- Self-evaluation and performance management is effective and rigorous, which means that targets for development are identified and implemented, to secure improvement and very good quality care is provided for children.

### It is not yet outstanding because

- Children do not yet have a wide variety of opportunities to observe numbers and print, and use these in context in their play in the outdoor area.

## 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 main play rooms and the outside learning environment.
- The inspector spoke with the manager, staff and children at appropriate times throughout the day, and conducted a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took into account the views of parents, through discussion and written questionnaires provided by the nursery.

## Inspector

Jeanette Brookfield

## Full report

### Information about the setting

Mosscroft Childcare Ltd opened in 2010 and was re-registered to, and is run by, a limited company in 2013. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The manager and staff remain the same. It operates from self-contained rooms within the Children's Centre building, adjacent to Mosscroft Primary School in Huyton, Liverpool. The nursery serves the immediate locality and also the surrounding areas. Children attend for a variety of sessions. There are two enclosed areas available for outdoor play. There are currently 13 members of staff working directly with children. Of these, 10 hold an appropriate early years qualification. The owner/manager holds an early years foundation degree and another member of staff has a qualification at level 6. Four members of staff hold a qualification at level 3 and four members of staff hold a qualification at level 2. The setting opens Monday to Friday, all year round, from 8am to 5.30pm. There are currently 45 children in the early years age range attending. The nursery provides funded early education for two-year-olds. It receives support from the local authority. The nursery supports children with special educational needs and/or disabilities. It is a member of the National Day Nurseries Association.

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

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

- extend the opportunities for children to see and use numerals and print in the outdoor environment, such as making number lines, signs and labelling available for reference, and encouraging children to use them in their play.

## Inspection judgements

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

Children make good progress in their learning and development; staff are skilled teachers who have a good knowledge and understanding of child development and how young children learn. Staff use this knowledge to plan and provide an interesting and enabling learning environment for all children to explore. They plan activities and learning experiences based on their observations of children's interests, and their age and stage of development. This ensures that children experience learning that is specific and relevant to them, resulting in them making good progress towards the early learning goals. Children's individual abilities are always considered, and activities are adapted by staff to ensure challenge for all children. Children with special educational needs and/or disabilities are well supported in this nursery; staff aim to meet every child's individual needs to a high standard. Children who need additional support are well provided for, and staff liaise closely with parents and health professionals to ensure children make good progress based on their abilities.

Practitioners pay very good attention to supporting children's communication and language skills through conversation and group activities, such as stories, to develop their listening skills. They read stories with expression to capture children's attention, meaning they are not easily distracted. Words, pictures and numbers are displayed indoors, showing children how these can convey meaning, and very young ones take part in interesting and sensory activities to make marks. For example, staff show them how to make patterns using dinosaurs of different sizes, in the corn flour and water mixture. They also skilfully use the opportunity to emphasise mathematical language, such as 'little' and 'big'. Children persevere at activities for prolonged periods, for example, they explore a large tub of soap flakes with their hands. They delight at the feel of it, and the different marks and patterns they can make in it with their hands. Children are curious about its properties and staff are on hand to support. Practitioners explain to very young children what they are doing, as they write their name on their work, and they teach older ones how to write the letters in their name and recognise the sounds. This successfully helps children to blend letters together and begin to de-code words. However, these good opportunities to see and use print and numbers, and make marks, are not fully extended to the outdoor area. This means children do not have consistently rich opportunities to use these in context in all environments. There is a strong emphasis on outdoor learning, which children relish. They have constant access to the garden throughout the day, confidently moving, balancing and climbing on a wide range of equipment. Young children learn to firstly 'scoot' on tricycles until they gain confidence. They quickly learn how to pedal because staff spend time teaching them how to do this. As a result, children develop good physical skills.

Staff work hard to prepare children for when they leave the nursery to start school. Excellent partnerships have been established between staff and teachers at the school they are linked with. Detailed information on children's progress is shared, and regular visits to school help the children to feel confident at this crucial time. Parents and carers are fully included in their children's learning. Staff value parents highly and put a great deal of effort into engaging with them, to support them in promoting their children's learning at home. Useful information is attractively displayed in a way parents can easily access. Staff provide a range of information for parents which they can help themselves to. Parents meetings and regular exchanges of information ensure parents are fully aware of their children's progress. Staff also work very closely with the attached children's centre to support parents. If they cannot fully support a parent, they seek additional support and advice from the practitioners working at the children's centre. This partnership working is very effective in ensuring all parents get the support they need.

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

Children are very well cared for in this nursery. Staff and children share special bonds as they get to know each other very well, and staff place emphasis on understanding children's individual needs. Each child has a key person whom they form close attachments to, but all staff make an effort to get to know every child well, ensuring children have a strong sense of security and enabling separation from their carer to be as smooth a move as possible. The nursery is warm and welcoming, and children have a real sense of belonging here as staff make them feel at home and include them fully at all

times. The nursery is a bright and happy place where staff and children have so much fun together. Children are highly independent and confident in their surroundings. They choose what they would like to do and are not shy to approach staff with their requests for resources, or for staff to get involved in their play. Children's self-esteem is fostered very well by staff that shower them with praise and encouragement. Their personal, social and emotional development is promoted extremely well. Children's behaviour is exemplary, and this is because staff create a stimulating and enabling environment where children cannot get bored. Staff are excellent role models to the children, and encourage manners and kindness. Children know the rules and routines of the nursery, as they have been explained to them and they have been consulted on them. Children take turns and share with their peers, and these cooperation skills they are developing are skills for life.

There is a high standard of cleanliness and hygiene in the nursery, protecting children from the risk of infections as much as is possible. First rate hygiene practices are observed when changing nappies, and at mealtimes. The nursery kitchen has received the highest grade achievable from the local authority environmental health department. Staff support children to wash their hands regularly after using the toilet and before eating, and explain to them that this is to stop germs spreading. Children demonstrate a high level of understanding of the need to keep clean and often wash their hands without prompt from staff. Children's dietary health is supported to a high standard. The nursery provides healthy and nutritious foods for the children which they thoroughly enjoy. All individual dietary requirements are carefully catered for and, as a result, children are protected. Older children independently serve themselves stew and vegetables, and this helps them to decide how hungry they are and which foods they would like more of. Mealtimes are social occasions where children and staff discuss the day's events, and children are learning while enjoying a good meal. Younger children are encouraged to feed themselves if they are able and they enjoy exploring the food with their hands and cutlery, and getting messy. Younger babies are fed appropriately with their individual needs in mind. Children have many opportunities for fresh air and exercise, both indoors and outdoors, promoting their health and development. They access the nursery's outside areas every day, and staff take children out and about in the community to offer them different experiences.

Moves between rooms are managed extremely well by staff. When children are nearly ready to move up, staff start to prepare them and take them on short visits to help them get used to the different environment and staff. Teachers from school are invited into the nursery to share the comprehensive information and records about each child's learning and development. Children benefit from the excellent processes to ensure a smooth transition to school. This means children are exceptionally well prepared for their next steps in learning. Staff work in close partnership with parents, regarding children's care. When children first start at the nursery, staff undertake home visits to gather a wealth of information to ensure they know each child's individual needs and routines. Parents are encouraged to bring their children for multiple settling-in visits, and staff work closely with them to meet their individual needs as well as the children's. Staff offer support to parents, and link up with the children's centre staff to offer advice on concerns around sleeping and eating for example.

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

The manager fully understands her responsibility in meeting the safeguarding and welfare requirements. As the designated lead for safeguarding, she has a good understanding of her role, and all staff are well versed in what to do should they have concerns about a child. There are clear and well understood policies and procedures in place, for example, regular risk assessments are carried out to ensure the environment is safe and secure for children. The recruitment procedure is robust and ensures those working with children are suitable. All staff undertake the appropriate checks with the Disclosure and Barring Service, and references are sought before staff are employed. A high staffing level ensures staff are deployed effectively, as a result, children are well supervised and ratios are consistently met. Staff make good use of up-to-date risk assessments to support them in ensuring all areas used by children are safe. Documentation relating to the Statutory framework for the Early Years Foundation Stage is in place and of a high standard, underpinning the care and learning for all children attending the nursery.

The manager has a very good understanding of her role in monitoring the delivery of educational programmes. She monitors the quality of teaching and learning through peer observations, and regular reviews of children's assessments and planning. Regular supervisions and annual appraisals identify and support staff development. Through ongoing professional development, staff gain new qualifications and develop their skills, knowledge and understanding. Individual development needs are identified through the effective appraisal, supervision and peer observation process. They are met by accessing local authority training and other routes, including in-house training. The nursery's self-evaluation is robust, reflecting the settings aims and the management's vision for the future. This means they are able to develop actions plans and monitor developments to move the nursery forward. Regular staff team meetings are held, enabling staff to express their views of the nursery. Parents' are involved in the self-evaluation process through the completion of regular questionnaires, and management are responsive to making any suggested changes. Each child's development and progression towards the early learning goals is carefully monitored through their learning journals. This includes observations of children, assessments and the required progress check at age two. This information enables management to identify any gaps in the educational programmes or children's learning, and to support staff fully in addressing these. Children with special educational needs and/or disabilities receive good support because staff work very closely with parents and outside agencies involved in their care, ensuring they reach their full potential.

Parents are very supportive of the nursery and comment that they feel very welcome. It is apparent from the comments made that parents are extremely pleased with the care their children receive. They speak very highly of the staff and say that they recommend the nursery to their friends. Daily contact enables them to share information, so staff keep updated on any changes. The team work well with their local authority advisor and the qualified teacher, and welcome and embrace the advice and support provided. They also work in good partnership with the linked children centre and primary school. Reports are in place to ensure vital information is shared about children and their learning and development, as they move on to nursery or school.

### **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

<b>Unique reference number</b>	EY473095
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	948366
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Mosscroft Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07894919432

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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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