

# Marybone Day Nursery

Addison Way, LIVERPOOL, L3 2EW

<b>Inspection date</b>	11/07/2014
Previous inspection date	31/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Practitioners use effective teaching strategies which support children to make good progress, relative to their starting points.
- Practitioners are good role models of appropriate behaviour. Consequently, children behave well.
- Very good partnerships with parents, local schools and other professionals prepare children well for their next stage in learning.
- The manager has a good understanding of the Early Years Foundation Stage requirements, which means that children are kept safe and enjoy a broad range of learning experiences.

### It is not yet outstanding because

- There is room to enhance the learning environment further, by clearly labelling resources and displays, to maximise opportunities for literacy development.
- There is scope to extend opportunities to talk about healthy foods with children, to reinforce messages about the benefits of making healthier choices.

## 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 checked all relevant documentation and scrutinised requested policies and procedures including those for safeguarding and recruitment of practitioners.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of practitioners' suitability to work with children, the provider's self-evaluation and action plans in place to secure continued improvement.
- The inspector carried out a joint observation with the setting manager.
- The inspector took into account the views of parents spoken to on the day and from written comments.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Marybone Day Nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a limited company and operates from the grounds of St Mary's and Holy Cross School, near to Liverpool city centre. The setting serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area for outdoor play. The setting employs 10 practitioners who all have appropriate early years qualifications, ranging from level 2 through to level 5. The manager holds a level 5 qualification. The setting is open from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. There are currently 26 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have 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:

- enhance the range of labelling in the learning environment, to provide further support for literacy development
- maximise opportunities to talk about healthy foods with children, to reinforce messages about the benefits of making healthier choices.

### Inspection judgements

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

Teaching is good and all practitioners match play activities to children's individual interests. As a result, children are well motivated to learn. High quality training such as Tots Talk and Conversation Outdoors has had a positive impact on children's communication and language and personal, social and emotional development. This ensures that all children make good progress in these areas of learning and development. Every child has an individual profile and a record of learning that identifies children's progress. Parents contribute to learning booklets that are sent home on a regular basis as a communication tool. Practitioners plan activities based on information from parents and share ideas from the setting to promote learning opportunities at home. As a result, staff have very good relationships with parents, who are actively contributing to children's learning and preparation for school.

Children show good control and coordination as they move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, children enjoy

completing obstacle courses using a range of physical apparatus. They climb and balance, challenging themselves to move higher or faster, always supported by practitioners who know when to intervene and when to let children attempt physical challenges independently. As a result, children develop their physical skills. In addition to this, children use tools for planting and digging up vegetables. They use mark-making materials indoors and outdoors, as they practise writing their names or paint the walls using large brushes and water. Children particularly enjoy art and a range of materials enable children to be creative. They take great pride in showing adults and other children their artwork on display. However, there is scope to enhance labelling within the nursery, to further extend opportunities to support children's literacy development.

A range of multicultural resources positively promote respect for all cultures through rhymes, song and expressive arts. Children who speak English as an additional language make good progress. Practitioners work closely with parents and appropriate professionals to ensure that strategies which best support children's needs are shared at home and in the setting. Therefore, children who have special educational needs and/or disabilities also make good progress, relative to their starting points. Children develop their knowledge of information and communication technology and competently use technology appropriate to their stage of development. They play with toys which switch on and off and use cameras to take their own photographs. Practitioners join in children's play, modelling words and extending their vocabulary. This means that children are learning to develop their language and thinking skills. Children particularly enjoy story time, with staff who engage children's interests very well. For example, children enjoy acting out one of their favourite stories, with practitioners who join in and sustain children's thinking skills by following their interests, such as pirates. Some children pretend to be sailors on a boat, looking through their telescopes for pirates and treasure, trying to keep on their boat without falling into the sea. Children are highly motivated to learn and consistently display the characteristics of effective learning.

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

Practitioners support children to feel secure and comfortable through routines and close relationships with their key person. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive and caring interactions between practitioners and children, through a strong key person system, ensure that all children form positive and trusting relationships. Children settle well because practitioners find out good information from parents about their child before they start at the nursery. This is to ensure all children's needs are known and effectively met. Practitioners plan varied and imaginative learning opportunities based upon the individual interests of each child. To help prepare children for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents.

The learning environment is bright and welcoming, with a range of resources readily available. This enables children to follow their individual interests independently. The

outdoor area is now very well resourced which provides opportunities for children to take risks and challenge themselves further, for example, by balancing on crates and negotiating obstacle courses. Furthermore, children pretend to build a camp fire and have devised their own risk assessment for keeping safe by 'the hot fire.' Practitioners effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes children choose from a healthy varied menu and all eat together, competently using appropriate cutlery. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch. However, practitioners do not always maximise opportunities to talk to children about healthy foods, to reinforce messages about the benefits of making healthier choices.

Children are able to manage their own self-care because all practitioners provide good guidance and give them time to complete tasks. For example, children set the table for lunch and clear away their own crockery and cutlery. Practitioners model positive communication strategies, to help children understand about acceptable behaviour. Consequently, children's behaviour is good. This ethos is consistent throughout the nursery, resulting in rapid progress in personal, social and emotional development for all children.

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

Since the last inspection and subsequent monitoring visit, the management team has made many changes to their practice. These have had a positive impact on the education and care for all children. They work closely with the local authority advisors to improve what is offered and are proactive in meeting any actions set. As a result, children are making good progress towards the early learning goals. Each action set at the last inspection has been met through careful consideration and clear targets set through a robust development plan. A new system developed by the manager is now fully implemented to ensure that all children's learning and development needs are met, in an inclusive and respectful environment.

Safeguarding procedures are very thorough. All Practitioners prioritise children's safety and have a very good awareness of safeguarding issues. They are competent in their knowledge of the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of who the nursery's designated child protection managers are, and the process to follow if they are concerned about any issues within their practice. 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 that children's safety remains paramount. Effective recruitment and vetting systems ensure all adults working with children are suitable to do so. As a result, children are safeguarded appropriately.

Leadership is good and focused improvement plans are in place to secure continuous improvement. All practitioners share a vision to provide an excellent service for the

children and their families, therefore, making a positive difference to their lives. Practitioners are very well motivated in their continuous professional development and are continually seeking ways to improve. Managers continue to monitor provision within the setting and ensure that practitioners are deployed effectively, according to their qualifications and experience with specific age groups of children. They have a good 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 relevant support services being involved. The setting works very closely with local schools, which means that children are very well prepared for their transition into school.

### **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

<b>Unique reference number</b>	322355
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	965239
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	37
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Marybone Youth and Community Association Limited
<b>Date of previous inspection</b>	31/01/2014
<b>Telephone number</b>	0151 236 1319

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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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