

MAPS Nursery

Matthew Arnold School, Dingle Lane, Liverpool, Merseyside, L8 9UB

Inspection date	22/08/2014
Previous inspection date	05/10/2011

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		3
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

- Children are happy and enjoy attending this friendly setting as they are secure in the presence of staff, who have built warm and positive relationships with them.
- Staff work closely with parents and others involved in children's care and learning to provide tailored support for each child. As a result, children are making good progress from their starting points, including those children with special educational needs and/or disabilities.
- Staff have a secure understanding of safeguarding, which means children are kept safe from harm.

It is not yet good because

- Staff are not always consistent with how they ask questions during activities, to maximise the opportunities for children to extend their critical thinking skills.
- Procedures for monitoring and evaluating the quality of teaching and for managing staff performance are not fully established by management.
- Opportunities to support and enhance children's awareness of difference and diversity, through resources and images, which represent diverse backgrounds, are limited.

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 three rooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
The inspector held meetings with the deputy manager and checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Karen Cox

Full report

Information about the setting

MAPS Nursery opened in 2004 and is operated by a governing body. It is based within a self-contained unit in the grounds of the Matthew Arnold School, which is situated in the Dingle district of Liverpool. The setting forms part of an extended services provision, which includes the children's centre and school. Children are cared for within three main playrooms and they have access to a fully enclosed outdoor play area. The setting is open each week day from 8am to 5.45pm, 50 weeks of the year. It is generally closed over the Christmas holiday period. The setting is registered on the Early Years Register and the compulsory part and voluntary part of the Childcare Register. There are currently 36 children in the early years age range. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently eight staff members working directly with the children, all of whom have an appropriate early years qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- improve the quality of teaching to ensure staff consistently and accurately assess children's learning and progress, and skilfully question children, to further promote their critical thinking and to challenge learning
- review and improve the programme of professional development for staff to ensure high-quality supervisions are carried out in a timely manner and are focused to improve the quality of teaching.

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

- enhance children's awareness of difference and diversity, for example, by providing a wider range of resources and increasing the range of positive images in and around the setting for them to observe
- monitor the quality of teaching practice more rigorously, for example, by observing practice directly, introducing a mentor programme and checking that staff's assessments of children are precise and appropriate.

Inspection judgements

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

Children are happy, enthusiastic learners who enjoy attending this welcoming setting. Staff have a suitable understanding of how to promote children's learning and development and provide a good balance of adult-led and child-initiated activities, which encourages children's motivation and willingness to learn. Staff ask parents to complete an All about me form when children start at the setting and then begin to carry out initial observations, which they use to inform planning. Overall, planning is effective in providing a broad range of interesting, daily activities based on children's interests and their individual learning. Parents contribute further by completing weekend diaries that detail experiences their children have enjoyed, which staff then develop further to promote continued learning. However, on occasions, staff's assessment of children's learning and development is not always precise and accurate. Consequently, not all children are fully supported to make good progress in all areas of learning. The setting utilises computer software and hand-held technology to swiftly record observations of the children. Photographs of children enjoying activities are then shared with parents and comments on their child's learning and development are invited. This helps to keep parents fully involved in their child's learning. All children, including those with special educational needs and/or disabilities, are valued and included. Staff use visual timetables to aid communication with children who have communication difficulties and follow targeted play plans, in partnership with other professionals to ensure that children's individual needs are met. As a result, children are supported to make suitable progress, given their starting points. All areas in the setting are rich in print, with words, signs, shapes and numerals to allow children to see meaningful print and make connections in their learning.

Staff effectively support children with their communication and language development. They talk to children while they play and provide a running commentary during activities and routines. This gives meaning to what the children are doing and reinforces their learning. Staff repeat new vocabulary while children enjoy exploring in the sand pit, to support children's acquisition of communication and language. However, staff are not always consistent in how they question children during activities to challenge thinking and so extend the learning even further. Staff promote children's listening and attention skills throughout everyday routines and circle time. This is particularly important for children to learn in preparation for school. Circle times are varied and interactive. Children are given ample time to recite the days of the week or guess which number comes next. Children have regular access to an outdoor play area. They develop good coordination and control as they use varied physical play equipment, which offers appropriate challenge and encourages children to take controlled risks in a safe manner, as they balance on wooden blocks and climb to the top of slides and climbing frames.

Staff help children develop their personal, social and emotional development through good role modelling. They encourage children to be nice to each other and share resources. Children's behaviour is managed well by staff. They have high expectations of the children, both in the way they behave and how they apply themselves. As a result, children are busy and engaged in activities. For example, they persevere with tasks and

respond positively to praise and encouragement. Positive relationships, friendships and behaviour ensure that this is a happy and fun place to be.

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

The management team and staff work hard to welcome every family into the setting and provide them with a warm and nurturing environment for their children. The key-person system enables children to form meaningful relationships with their carers. As a result, children's emotional well-being is promoted. Children demonstrate that they are happy and settled at the setting and have developed strong bonds with staff. For example, they cuddle up close to their key person when they need comforting or reassurance. Children's work is displayed throughout the setting, making them feel valued and acknowledged. Staff encourage good behaviour from children to support their personal, social and emotional development, providing gentle reminders about being kind to others and sharing toys and resources. As a result, children are learning about the setting's boundaries and are developing an understanding of right and wrong. The setting has a good range of resources and equipment provided to meet the needs of all children attending. However, resources to enhance children's understanding of difference and diversity are limited. As a result, opportunities for children to develop an understanding of the wider world around them are also limited.

Staff promote children's self-care skills effectively. For example, children prepare healthy snacks and at lunchtime children serve their own food. Children develop an understanding of healthy lifestyles through routines, which includes helping themselves to drinking water and participating in daily exercise. Children know they must wash their hands before eating, after playing outdoors and after using the bathroom. Children's independence is fostered continuously, as they are supported to carry out simple tasks throughout the day, such as putting on their own coats, brushing their teeth and putting on painting aprons. As a result, their independence is growing and social learning is taking place.

All children participate in regular fire drills, which supports their growing awareness of how to keep themselves safe. Each of the three rooms are organised to support the different areas of learning and the different ages of the children. Children have access to a variety of resources, which are thoughtfully stored. Cosy corners offer spaces for children to relax or read books. Transitions to school are managed well. This is because children and their families are gradually introduced to the foundation stage with their key person through shared story times and activities. Teaching staff from the school meet regularly with staff from the setting to discuss children's individual needs, learning and development. This level of care and attention to detail ensures a smooth transition and supports children's emotional security and well-being appropriately.

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

Management demonstrate suitable knowledge and understanding of the requirements of the Early Years Foundation Stage. The team are clear about their individual safeguarding responsibilities. There are well-established procedures in place for recruiting and vetting

staff through the Disclosure and Barring Service to ensure that they are suitable to work with children. All staff complete and regularly update their child protection training. There are clear and well implemented procedures in place for acting on concerns about children's welfare. The setting's written policy statement includes the procedure for responding to allegations against staff and about the use of mobile phones and cameras in the setting. Staff deploy themselves effectively to ensure children are well supervised. Staff complete daily risk assessments to ensure that children can play in a safe and secure environment.

Self-evaluation is ongoing and effectively ensures areas for improvement are promptly identified and addressed. Management complete yearly appraisals on staff to identify and target professional development needs. However, the appraisal and supervision process focuses more on what staff say they want or need and is not consistently completed. Management do not allocate time to observe and evaluate the quality of teaching practice directly to identify staff training needs. As a result, weaknesses in staff's ability to assess children in a precise and accurate way are not always identified and addressed accordingly. This impacts on children's overall ability to make good progress in their learning and development. Nonetheless, the leadership team recognise that this is an area for development and demonstrate capacity to make improvements.

Partnership with parents is effective and managers and staff have a positive, friendly and professional relationship with them. They are committed to sharing information with parents and to keep them informed about how their child is developing while at the setting. Parents receive verbal and written feedback and are invited to discuss their child's development at regular parent's evenings. As a result, parents are fully engaged in their child's learning. Parents spoken to at the time of the inspection commented on the feedback they receive regarding their child and their achievements and are happy with the progress that children make. The setting communicates with other professionals, in particular the local children's centre and health partners. As a result, children's development is supported and contributes to the suitable progress that they make.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY269441
Local authority	Liverpool
Inspection number	872730
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	36
Name of provider	Matthew Arnold Primary School Governing Body
Date of previous inspection	05/10/2011
Telephone number	0151 726 0475

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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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