

# Rockbourne Day Nursery Ltd

Rockbourne Avenue, LIVERPOOL, L25 4TN

<b>Inspection date</b>	20/10/2014
Previous inspection date	17/12/2013

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

- The quality of teaching is good. The staff plan educational programmes that support the needs and interests of all children. Consequently, children make good progress.
- Staff support children's self-esteem and behaviour well and as a result, children are confident, happy and settled at the nursery.
- Staff are clear about their responsibility for safeguarding and protecting children and regularly refresh their knowledge. There are robust safeguarding and child protection procedures in place. Therefore, children are kept safe from any potential harm or abuse.
- Partnership working with parents is good. This is because staff are committed to working together with them to ensure children's individual needs are well met and there is continuity of care and learning for all children.

### **It is not yet outstanding because**

- Staff have not yet fully developed the outdoor areas for babies and toddlers to provide further opportunities to develop their physical skills and enrich their learning.
- Staff do not always give children enough time to think and develop their own ideas when they ask questions. This means that children are not always fully supported to learn to think critically.

## 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 children's arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.  
The inspector reviewed records of the children's assessment and planning. She
- reviewed the safeguarding policy as well as regulatory records, including adult qualifications and suitability to work with children.
- The inspector discussed the procedures for safeguarding children with the staff and viewed the risk assessments and other safety documentation.
- The inspector conducted a joint observation with the manager of an adult-led activity.

## Inspector

Cath Palser

## Full report

### Information about the setting

Rockbourne Day Nursery Ltd was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Woolton area of Liverpool, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from purpose built premises and there are enclosed areas available for outdoor play. The nursery employs a cook and 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2, including one with a qualification at level 3 and one with a qualification at level 5. The nursery opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. There are currently 62 children on roll, who are all in the early years age group. Children attend for a variety of sessions. The nursery receives funding for the provision of free education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives advice from the local authority, including an advisory teacher.

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

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

- enrich the quality of the outdoor environment for babies and toddlers, for example, by providing more opportunities for younger children to develop their already good physical skills
- allow children more time to respond to questions, extending further the opportunities for children to think critically, predict and investigate what they are doing to enhance their learning.

## Inspection judgements

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

The educational programmes are carefully planned by the staff to ensure that they take account of individual children's interests and capabilities. Staff provide a stimulating environment, providing interest and challenge across the seven areas of learning and development. Each room is bright and spacious and activities are provided for children to access freely so they can initiate their own play ideas. Staff give children notice of the routine activities, such as outdoor play, story and song time. Consequently, children develop a sense of belonging as they get to know what to expect as they familiarise themselves with the daily programmes. Staff gather information about what children can already do and enjoy when they first start at the nursery. They sensitively observe children as they play and assess their knowledge and skills to inform planning of their individual next steps in learning. For example, staff provide babies with their favourite

books and treasure baskets for those who enjoy exploring different materials. They provide lots of opportunities for older children, who enjoy playing with the dolls, to represent their own ideas and experiences in the role-play areas. Staff know the children well and have high expectations of all the children.

Assessments are used to identify any gaps in children's learning to ensure that any need for early intervention can be identified and supported. As a result, children of all ages and abilities, including those with special educational needs and/or disabilities and who speak English as an additional language, are making good progress from their starting points. Staff effectively tune in to children's lines of thinking as they play and reshape activities as they occur. For example, they start to sing songs linked to animals as the children play with the animal masks. They ask skilful questions to extend children's thinking skills. However, at times, this is not consistent as the staff do not always give children enough time to think and develop their own ideas when they ask questions. This means that children are not always learning to think critically and developing deeper learning. Staff talk to the children as they play and join children at the dining table at meal times. They offer younger children a running commentary and skilfully introduce new words. They read stories with interest and enthusiasm and invite children to make predictions and talk about their past experiences. Staff ask children to look for pictures of bugs and compare them to the ladybirds they collected outside earlier. As a result, children are supported in the acquisition of communication and language skills as they discover more about the natural world around them.

Staff extend children's learning further by inviting them to observe and draw the ladybirds, conveying their own individual representations. Consequently, children develop good expressive art and design skills. They show good dexterity and coordination as they develop the skills for early writing, helping prepare them for school readiness. Staff invite children's family members to come along to nursery sessions to talk about different cultures and countries. Staff celebrate festivals and events by providing food from around the world for children to try. Consequently, children learn to value each others similarities and differences. Children are actively engaged in play outdoors using a range of different objects that offer physical challenge. For example, the environment is rich in resources for balancing, cycling and moving around in different ways. However, staff have not yet fully developed the baby and toddler outdoor play areas as creatively as the pre-school play area. For example, younger children do not have as many opportunities to use activities and resources that offer challenge, and to gain confidence experimenting with different ways of moving. Parents are encouraged to discuss children's progress and contribute towards the progress check for children between the ages of two and three years. Staff invite them to support children's learning at home, for example, by sharing books and introducing new words, to complement what children are doing at the nursery.

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

Staff welcome each child by name when they arrive and they know when to give a reassuring gesture or hug. Children's creations are celebrated and displayed throughout the nursery and during routines, such as meal and group times. This helps children to feel

a sense of familiarity and belonging. The key-person system is effective in establishing warm, affectionate bonds with the children and as a result, children settle in well. Staff encourage children to play cooperatively together and they sensitively invite quieter children to join in with others who are more confident. This helps children develop emotional security and good social skills. The friendly staff are good role models and offer children gentle reminders of expected behaviour. They offer clear instructions and explanations, for example, for tidy up time and as children queue up to go outdoors. Staff show children respect and value the contributions that children make. Children are given lots of praise when they have shown kindness to others and undertake small tasks, such as carrying resources and handing out the cups and cutlery at lunch time. Staff help children with their self-care, such as encouraging them to put on and take off their coats and manage their toileting needs. Consequently, children are keen to help and show satisfaction and pride in their achievements. They behave well and play sociably with each other.

The environment encourages children to explore, for example, children show a curiosity in living things as they grow their own strawberries and hunt for different creatures. Staff encourage children to try things for themselves, for example, as children explore the properties of the wooden musical instruments. As a result, children develop confidence and self-motivation, developing the skills and attributes to prepare them for their move on to school. Staff offer children opportunities to play with equipment safely, such as scissors and large crates, which they move around to develop their own play concepts. There are tall wooden obstacles for children to climb and balance on and therefore, children learn to take sensible risks in their play. Children enjoy eating the nutritious food that is freshly-prepared daily on the premises. For example, porridge with honey, chicken and broccoli pasta and a selection of fresh fruit. Staff talk to children about healthy foods and encourage them to wash their hands before eating. As a result, children develop a good understanding of healthy lifestyles.

Staff introduce parents and children to their new key-person before they move up to the next room in the nursery. This helps children to become familiar with their new key person and environment. Staff support children with their move on to school by introducing them to their new teacher and planning areas in the nursery to reflect their new classroom. This helps children to be emotionally prepared for school. Parents comment about the friendly staff and the ideas they share to promote learning at home. They say they are greeted warmly and feel very welcome and children enjoy their time at the nursery.

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

Staff have very good skills and knowledge of the requirements of the Early Years Foundation Stage of teaching across all areas of learning. They use accurate and consistent records to monitor children's progress and provide educational programmes so that all children have opportunities and experiences they enjoy and that offer challenge. Any gaps in children's learning are promptly identified and staff work closely with parents to provide consistency between the home and nursery. This ensures children's needs are

well met and as a result, they all make good progress from their starting points. The safeguarding and welfare requirements of the Early Years Foundation Stage are promoted well. Staff undertake regular training, for example, paediatric first-aid, safeguarding and food hygiene, to ensure they understand their responsibilities in protecting children. Staff know the procedures regarding the use of mobile phones and what to do should they be concerned about a child's well-being or safety. The relevant contact details are displayed around the setting. Children take part in weekly fire evacuation drills so they learn to keep themselves safe in the event of an emergency. Staff conduct daily robust risk assessments to identify and minimise potential risks and there is a written statement of the procedures to follow in relation to complaints. The manager has a safe recruitment process to ensure that any adults working with children are suitable to do so.

The management team regularly monitor the quality of staff development by observing their practice and discussing their professional development through supervision and appraisal meetings. This ensures that any areas for improvement are promptly identified and staff are given support and training to enhance their existing skills. The manager and staff have made strong improvements since the last inspection, demonstrating a commitment to continuous improvement. For example, assessment documents have been improved to ensure they are more effective in identifying children's individual next steps in learning. As a result, children are provided with experiences that offer a challenge and tracking records clearly show that they are making good progress towards the early learning goals. The manager has a good knowledge of the changes that must be notified to Ofsted in line with the requirements of the Early Years Foundation Stage. This ensures that children are effectively safeguarded. The key-person system is now more effective in working closely with parents to support children's learning at home. Staff ask children what they enjoy playing with and plan the environment around their interests. As a result, children's needs and interests are fully provided for.

Staff have strengthened the partnership with other providers and other agencies. They liaise with other professionals when any gaps in children's learning are swiftly identified, to secure early intervention. Therefore, children are making good progress from their starting points. The setting has developed a more robust self-evaluation plan which focuses on developing all areas of the provision. It incorporates the views of the staff, parents and children. Consequently, parents have made suggestions for the healthy eating menu, which have now been introduced. Staff value these contributions, including any changes to children's care practices, so that children are given continuity of care. Parents praise the friendly staff and comment that they are happy with the information shared with them. They receive support and guidance from the local authority and work closely with their sister nurseries to develop staff training and share ideas and support. The manager and staff work together well as a team and have a desire to continually enhance their practice. As a result, children are making good progress towards the early learning goals.

### **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. 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

<b>Unique reference number</b>	EY463247
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	962936
<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>	73
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Rockbourne Day Nursery Ltd
<b>Date of previous inspection</b>	17/12/2013
<b>Telephone number</b>	0151 4880768

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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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