

Sefton Park Nursery

2 Bagot Street, Wavertree, Liverpool, Merseyside, L15 0HT

Inspection date	23/10/2014
Previous inspection date	13/06/2011

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

- Staff work well in partnership with parents, other professionals and the local schools. Consequently, children benefit from continuity in their care and learning and are supported effectively when the time comes for them to move onto other settings.
- Staff build positive relationships with children because there is an effective key-person system. Therefore, children's emotional well-being is promoted and their individual care needs are met.
- Staff have a thorough understanding of the safeguarding and welfare requirements and as a consequence, keep children safe and secure. Potential risks to children are minimised through effective risk assessment.
- The manager has a clear vision for the nursery and develops well-targeted improvement plans. This positive approach continually improves the quality of provision and outcomes for children.

It is not yet outstanding because

- Staff do not gather fully comprehensive information from parents about what children already know and can do when they first join the setting. This means that they do not have as much information as possible from which to plan effectively for children's learning and development.
- Staff do not frequently share their knowledge and expertise with each other, in order to build further on their already good practice.

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 had a tour of the nursery.
- The inspector observed children taking part in activities.
- The inspector carried out a joint observation with the deputy manager.
- The inspector checked evidence of suitability and qualifications of the staff working with children and the nursery's improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Kellie Lever

Full report

Information about the setting

Sefton Park Nursery was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and managed privately. It is based in a self-contained single story premises situated in the Wavertree area of Liverpool. Children are cared for within three playrooms and they have access to a secure, enclosed area for outdoor play. The setting supports children, who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 11 members of staff. Of whom, eight hold appropriate early years qualifications at level 3, two at level 2 and one with an early years degree. The nursery operates each weekday from 8am to 5.30pm, 51 weeks of the year. It is closed for a week at Christmas and on bank holidays. There are currently 34 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is supported by the local authority early years team.

What the setting needs to do to improve further

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

- build further on the arrangements for monitoring and improving staff practice, so that staff have more opportunity to share good practice, knowledge and skills, for example, through peer observation
- broaden the range of information requested from parents about what their children already know and can do when they first join the nursery, in order to plan as effectively as possible from the outset for their future learning and development.

Inspection judgements

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

All staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They understand how to promote children's learning and use accurate, detailed observations to plan for their next steps, taking into account their individual learning styles. As a result, activities are sharply focused on their needs, to enable all children to make good progress. Staff plan a range of activities covering all areas of learning both indoors and outdoors. As a result, children are fully engaged and motivated in their learning. The quality of teaching is consistently good. Staff use effective teaching methods, such as encouraging children to persevere and keep trying, skilfully questioning them and encouraging them to have their own ideas. This stimulates children's curiosity and extends their learning even further.

Children are happy, inquisitive and interested to learn in this stimulating, welcoming environment. All children are confident to move independently around their surroundings and are offered many opportunities to gain the skills needed for the next stage in their learning. Children's communication and language skills are fostered well and new vocabulary is introduced as they play. There are good opportunities for children to develop a love of books, which they use independently. Children enjoy taking part in singing sessions where they keenly use a range of musical instruments and sing their favourite action songs. They have many opportunities to practise their early writing skills both indoors and outdoors. For example, children use crayons to create their own pictures and use different materials, such as sand, to form patterns. This supports all children well to develop their writing skills. Children's mathematical development is progressing well and during activities, they confidently count and recognise numbers. Children develop their knowledge of technology using a wide range of resources, including interactive toys and computers. Staff demonstrate a clear understanding of how to help children achieve well. They make sure that children are ready for the next stages in their learning and are effectively supported in their move to school. They enjoy praise as staff encourage their efforts during play, giving them a real sense of achievement. For example, when children correctly identify colours and count the correct amount of building blocks, they smile and giggle in response to praise. As a result, this positive experience fosters their self-esteem and interest to learn.

Planning, observation and assessment work well to support children's progress and attainment. Good use of observations and staff's secure knowledge of children's next steps ensure that every opportunity is made to support children's good progress across all areas of learning. Parents are well informed about children's activities and progress because there is daily communication with staff. They are encouraged to become involved in their child's learning at home and they have frequent opportunities to look through their child's learning journals. Staff gather a wide range of information from parents to gain an understanding about children's individual needs and interests. However, they do not fully engage with parents during the admission stage to gather a comprehensive range of information about the skills and abilities children already have, to help staff form a baseline assessment of development and inform their future planning. Staff support children with special educational needs and/or disabilities effectively. The special educational needs coordinator has a good knowledge of how to support staff and children to ensure all activities are inclusive. As a result, all children are fully supported to be involved in the nursery and to make good progress.

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

The well-established, key-person system means that children are supported well in their learning and their care needs are met. This helps to actively promote children's emotional well-being because key persons are able to quickly build positive relationships with both children and their parents. Staff gather information when a child first starts the nursery about their care needs. They use this information to support children in their move from home to nursery. Parents speak highly of the nursery and comment on the 'wonderful' staff team and how children build strong relationships with all staff. Children display a positive sense of self-esteem and are extremely confident within the environment. This is

because all staff value and respect the children. The environment is stimulating and well resourced. Children have time to play at their own pace, explore freely and make choices about their play and learning. All resources are stored at a low level to encourage children's engagement and promote their independence. Children develop good relationships with staff and each other, which has a positive affect on their emotional development. Therefore, interactions between them are good, children feel secure and understand what acceptable behaviour is.

Staff promote children's knowledge of how to keep themselves safe well by encouraging them to use equipment safely. For example, staff explain about the dangers of sharp scissors and what they need to do to keep safe when using them. Regular fire drills take place and children know the procedures to follow. Children take part in regular outings and staff complete detailed risk assessments for these. They continue to use opportunities to support children's understanding of keeping themselves safe and managing their own risks. For example, staff talk about how to climb the outdoor equipment in the correct way.

Partnership working with other agencies is successful, they provide advice for staff and support for children with special educational needs and/or disabilities to ensure that their care needs are met in full. Children are well prepared for their move onto school. Teachers are invited into the nursery, so they develop an understanding of children's progress and learning and can help them to cope with change and settle-in their new environment. Children actively develop their independence and self-help skills. They learn to use the toilet themselves and staff remind them of the importance of washing their hands. Children's social interactions are promoted at mealtimes because staff sit with them and join in with discussions. They learn about the importance of healthy lifestyles as staff talk to them about food preferences and healthy choices. Staff use mealtimes to help babies to develop their physical skills. Babies sit in high chairs and staff sit at their level, giving them lots of eye contact and praise when they feed themselves.

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

The manager has a good understanding of the safeguarding and welfare requirements. Consequently, safeguarding arrangements are strong. Staff attend safeguarding training and update their knowledge regularly and there is clear guidance to follow should any concerns arise. As a result, all staff understand their responsibilities in protecting children from harm. Risk assessments are regularly updated and daily safety checks are completed. Policies and procedures are effective in underpinning good practice and all required documentation is in place to ensure children's welfare is fully promoted. Recruitment procedures are robust and include checking that all those working with children are suitable to do so. Induction procedures are effective in supporting staff to settle into the nursery and work effectively in their roles. As a result, the manager has recruited and retained a staff team, who are experienced and qualified and actively support her in maintaining a good quality of provision.

The manager and deputy manager work closely together to monitor the educational

programmes. They have a clear vision for the future of the nursery and use detailed, focus improvement plans to continually reflect on and evaluate current practice. The monitoring of children's progress is thorough. Children have individual trackers that clearly identify the progress they are making. The deputy manager uses the trackers to evaluate the educational programmes and analyse staff's assessments of children's learning. This system enables her to identify any gaps in children's learning and to enhance provision to close these gaps quickly. For example, she recognised that mathematical development was an area across the whole nursery where children were not making the best possible progress. Therefore, there is now a clear focus on mathematics throughout activities and daily routines to ensure this area of learning is better supported. The manager completes staff supervisions, in order to monitor the quality of teaching and support staff's professional development. However, they do not have fully established arrangements in place for staff to share their good practice, skills and knowledge with each other, in order to improve still further the good quality provision for children.

The manager seeks the views of parents, children and staff to help her to evaluate practice. Parents and children contribute to self-evaluation through daily feedback and by completing questionnaires. The manager values everybody's input and takes on board all feedback to accurately evaluate the provision. For example, parents commented on the limited use of the sandpit because of its position outdoors. This has now been improved, so children can use the sandpit all year round regardless of the weather.

The manager works in partnerships with other professionals to ensure all children are continually supported to make good progress. Staff have developed positive partnerships with parents. Successful information sharing and partnership working with other providers and outside agencies ensure children's needs are identified and well met to help them to make good progress. Strong links with local schools ensure a smooth transition for children. Parents are provided with newsletters, so they are well informed about how the provision operates and they are also kept up to date about their child's progress, achievements and daily experiences. Overall, the manager and the staff team create an environment that is very welcoming and supportive, where children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

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	322390
Local authority	Liverpool
Inspection number	868782
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	34
Name of provider	Patricia Cassidy
Date of previous inspection	13/06/2011
Telephone number	0151 735 0358

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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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