

# Mossley Hill Childcare

Mossley Hill Childcare Ltd, Mossley Hill Drive, LIVERPOOL, Merseyside, L17 0ES

## Inspection date

18/12/2014

Previous inspection date

04/06/2010

## The quality and standards of the early years provision

**This inspection:**

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Previous inspection:

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## The quality and standards of the early years provision

### This provision requires improvement

- Children are active and animated learners who are developing skills that will prepare them for the next stage in their learning at school.
- Children are supported well by their key person during the move between nursery rooms so they quickly form strong attachments and feel secure.
- Parents speak very favourably about the care and education their children receive. They are kept well informed about the progress their children are making, which helps them to extend their learning at home.
- Children are kept safe because the staff have a good understanding of child protection issues and are vigilant to ensure the environment is safe and secure.

### It is not yet good because

- Not all children present are accounted for on the register, which breaches the Early Years Foundation Stage and the Childcare Register requirements.
- Children's progress in the specific areas of learning is not as robustly monitored as for the prime areas of learning. This means that the progress children make in the specific areas is as a result of teaching through child-initiated play, rather than through well planned adult-led activities matched to children's next steps in learning.
- Pre-school children are only offered a fork to eat with at mealtimes. As a result, their self-help skills are not promoted at every opportunity.

## **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 looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff and first-aid qualifications.
- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted a joint observation with the manager, looking at the practice of staff.
- The inspector spoke with children and staff. She also held a meeting with the manager.
- The inspector took into account the views of parents and carers spoken to during the inspection and read their comments in children's learning records.

## **Inspector**

Valerie Aspinall

## Full report

### Information about the setting

Mossley Hill Childcare nursery opened under a new company name in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted bungalow in the Mossley Hill 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 three play rooms and there is an enclosed area available for outdoor play. The nursery employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 4 and five at level 3. In addition, the manager has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 64 children attending, all of whom are in the early years age group. The nursery provides funded early 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.

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

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

- ensure that all children present are recorded on the register, including their hours of attendance.

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

- review the progress children make more frequently, to ensure that staff are effectively planning for children in the specific areas of learning; for example, by reviewing the cohort tracking data on a termly basis and identifying areas of learning where assessment is less robust
- provide children with appropriate cutlery at mealtimes to enable them to continue to develop their good self-help skills.

## Inspection judgements

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

Staff have a good understanding of how young children learn. They observe children in their play and plan activities to help them make good progress in all areas of their learning and development. When children paint a tree branch and make their own decorations from a wide range of natural and man-made resources, staff skilfully encourage children

to think about what they are doing. For example, when children find a hole in the branch, staff wonder aloud how it got there. Children make some interesting suggestions and staff help them modify their ideas by discussing the size of the hole. As a result, children decide an insect, rather than an owl, has made the hole. Giving children time to think in this way, enables staff to use simple activities to effectively teach children across all areas of learning. Babies begin to develop skills in listening and responding to rhyme and rhythm as they join in singing familiar action rhymes. They move their body to the music and show great enjoyment hearing the familiar songs and rhymes. Consequently, children make good progress in speaking and listening as staff teach them in a fun and active, age-appropriate way. These interesting and hands on activities make learning fun for the children. As a result, children are motivated to learn, which helps them to become ready for school, when the time comes.

Staff teach children about numbers through planned activities and during mealtimes. For example, they count how many children are at the table and how many plates they will need. Counting games are used to teach pre-school children simple subtraction, when staff ask 'if I take one away, how many have you got now?' Toddlers learn to count in a fun way, when staff count the number of stepping stones they jump along, in the garden. Young children become thoroughly absorbed in playing with paint, as staff allow them plenty of time to explore with their hands as well as with paintbrushes, without any aim to make an end product. Babies have plenty of opportunities to develop their senses through tactile activities because staff provide natural resources, such as leaves alongside sand and paint, for them to explore. As a result, babies and toddlers are beginning to develop physical and creative skills, and are learning to distinguish between various sensory materials.

Where children have special educational needs and/or disabilities or need additional support, staff have put effective methods in place to help them. For example, children have play plans in place and staff ensure children have short one-to-one sessions within the busy day. In addition, staff develop visual aids to help children manage their feelings. For example, staff make a now and next board so that children can see that it will be their turn next to play with a popular resource and so they do not become frustrated while waiting. Staff support children who speak English as an additional language by learning and displaying simple words and greetings in their home language. In addition, weekly visits from a specialist French teacher, help all children to learn new words and songs in another language. Consequently, all children make good progress in their learning. Alongside the information about children's care needs, staff collect some developmental information for each child on entry. They use this to identify a starting point for each child. Staff continue to assess children's development on a regular basis and track children's progress. However, assessment of the specific areas of learning is less robust than for the prime areas. Consequently, while children are making good progress in the specific areas, this is as a result of effective teaching through child-initiated play, rather than as a result of planned adult-led activities matched to the next steps for children's learning. Parents contribute to their children's learning by making comments in their learning files and progress checks. They exchange information on a daily basis and attend regular parents' evenings and special events. In addition, social media sites, the nursery website and regular newsletters all contribute to very effective parent partnerships. Consequently,

children are very well supported in continuing their learning at home.

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

Minor lapses in record keeping in the baby room mean that not all children present are accounted for on the register. However, children's safety is assured as staff are fully aware of how many babies are actually present. Parents comment that their children have settled in to the nursery quickly and enjoy spending time with their key person. Children are confident, communicative and independent; this shows that they are forming secure attachments. Flexible settling-in sessions ensure staff quickly get to know children's likes, dislikes and familiar routines. Regular visits to the next room and sharing information between staff is very effective in supporting children to make the move from one room to another. Consequently, children's personal, social and emotional development is well supported. Older children are helped to prepare for the next stage in their learning by playing school in the role play area, listening to stories about starting school and meeting their teachers, who are invited in to the nursery. Consequently, children enjoy their graduation ceremony and are excited by the prospect of moving on to school.

The nursery environment is bright and welcoming and offers children opportunities to play in a number of well-equipped areas. The children's playrooms are arranged so children can access resources themselves and have spaces to be messy, as well as cosier, cushioned areas for relaxation. The outdoor area is used very effectively as an extension to the playrooms. Children move freely between the indoor and outdoor area and access a wide variety of resources as a result. Children play well together and enjoy each other's company. For example, they make up imaginary games and join in small group activities. Staff speak to children in a calm and quiet way, and gently remind them to share and look after the resources. They regularly praise younger children when they cooperate in play or act as a helper at lunch time. Consequently, children's behaviour is very good.

Children are offered a healthy and nutritious diet that includes fresh fruit and vegetables daily. Older children serve themselves at mealtimes, which helps to promote their growing independence. However, they do not always have access to appropriate cutlery and so opportunities are missed for them to develop their self-help skills even further. Discussions about healthy eating and exercise and specialist physical activity lessons, contribute to children's good understanding of how to keep themselves healthy and safe. Outdoor play is available every day. Children have opportunities to ride bicycles, dig in the sand and jump in puddles. This further develops their physical skills and helps them to develop a healthy lifestyle. Staff encourage younger children to negotiate slopes and balance on uneven stepping stones with their support. Consequently, children of all ages are beginning to learn about safety and risk. This attitude helps children to have a go and persist with more challenging activities when they eventually move on to school.

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

The manager of the nursery has a clear understanding of the requirements to safeguard children. All staff have participated in training to ensure their full understanding of safeguarding procedures. As a result, staff have a good understanding of how to keep children safe and protected from harm. Staff are aware of the potential signs of abuse and know who to contact if they have concerns. Safeguarding policies and whistleblowing procedures are regularly updated and discussed at staff meetings. Several staff have current first-aid qualifications and accident and medicine records are robust. The manager ensures that staff are effectively deployed so that children are well supervised at all times. In addition, daily risk assessments ensure that all areas of the nursery are checked and hazards identified. There are effective recruitment and induction procedures in place, which ensure that all staff are appropriately vetted. However, not all children present are accounted for on the register in the baby room. This is a breach of requirements of both the Early Years Foundation stage and the Childcare register. On this occasion, children are not put at risk due to this lapse in record keeping, as the staff demonstrate they are fully aware of the actual number of babies present. Consequently, children are safe and their well-being is assured.

Self-evaluation is good. The management team have a detailed improvement plan and know how they can improve the nursery further. They welcome suggestions from parents on how they could improve by using occasional questionnaires and daily discussions. For example, improvements to the outdoor area have been made, ensuring that children have an exciting outdoor area, where they can explore and investigate the natural world, using all their senses. In addition, the management team know that their systems for monitoring and comparing groups of children's progress could be further improved and adapted. Staff are encouraged to continue their professional development. As a result, several staff have gone on to achieve level 4 qualifications. In house training and regular staff meetings ensure that all staff are supported in their day to day practice. Annual appraisals and peer observations are used to identify areas for future development. Consequently, a good standard of teaching is maintained throughout the nursery.

Partnerships with parents are very good. Parents comment that their children are very happy in the nursery and they feel that the nursery goes 'above and beyond' to support the children and include parents. Detailed verbal handovers inform parents what children have been doing during the day. Regular parents meetings and daily record sheets keep parents involved with their child's development. The nursery have developed effective partnerships with other providers. For example, schools are invited to visit the nursery to see the children in their familiar surroundings and staff discuss children's progress. This demonstrates the nursery's commitment to working with other providers to enhance children's learning. In addition, staff work closely with a variety of agencies in order to provide very good levels of targeted support to children and their families.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met**

(with  
actions)

**To meet the requirements of the Childcare Register the provider must:**

- ensure that all children present are recorded on the register, including their hours of attendance (compulsory part of the Childcare Register)
- ensure that all children present are recorded on the register, including their hours of attendance (voluntary part of the Childcare Register).

## 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>     | EY344957                  |
| <b>Local authority</b>             | Liverpool                 |
| <b>Inspection number</b>           | 857315                    |
| <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>      | 40                        |
| <b>Number of children on roll</b>  | 64                        |
| <b>Name of provider</b>            | Mosley Hill Childcare Ltd |
| <b>Date of previous inspection</b> | 04/06/2010                |
| <b>Telephone number</b>            | 0151 727 6117             |

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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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