

Kindergarten Day Nursery

6 Ashton Drive, Hunts Cross, Liverpool, Merseyside, L25 0NP

Inspection date

08/01/2015

Previous inspection date

13/01/2011

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

- All children are supported to make very good progress in their learning as the knowledgeable staff team provides an interesting and varied curriculum.
- Children's emotional well-being is effectively fostered as the key-person system is robustly implemented so that staff get to know children well.
- Staff have a good knowledge of the signs and symptoms of abuse and the correct local safeguarding procedures for reporting concerns regarding children's welfare. This means that they can effectively protect children from harm.
- Staff build strong relationships with parents and demonstrate a commitment to partnership working. As a result, children's overall development is effectively supported by a consistent approach to their learning.

It is not yet outstanding because

- Staff sometimes miss opportunities to ask children about what is happening and occasionally do not allow children enough time to think about what they are learning. As a result, children's problem-solving and critical-thinking skills are not maximised.
- The management team has not yet embedded the procedure for observing the quality of teaching. Consequently, they do not always take prompt action to address variances in teaching to develop the good practice even further.

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.

Inspection activities

- The inspector reviewed evidence of the suitability of all staff who work with children and sampled their qualifications, including paediatric first aid.
- The inspector took into account the views of parents and children spoken to during the inspection.
- The inspector met with the provider and reviewed a sample of staff information, the self-evaluation form, training plans, policies and procedures.
- The inspector observed activities in all areas of the nursery, spoke with staff at appropriate times during the inspection and reviewed children's learning records.
- The inspector conducted a joint observation with one of the nursery owners.

Inspector

Lauren Grocott

Full report

Information about the setting

Kindergarten Day Nursery has been operating since 1987 and is on the Early Years Register. It is situated on the ground floor of a detached property in the Hunts Cross area of Liverpool, and is owned and managed by a private partnership. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 48 weeks of the year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 27 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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 further improve the quality of the early years provision the provider should:

- support staff to refine their questioning skills and give children sufficient time to process information, so that all opportunities for children to develop their problem-solving and critical-thinking skills are maximised
- strengthen the procedures for observing staff practice so that training needs are swiftly identified to help staff develop the already good quality of teaching even further.

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 children learn and develop. They complete regular observations of children and use these to plan activities which are interesting and meaningful to children. Parents are regularly asked to contribute their own observations and ideas for children's next steps in learning, which helps to promote a consistent approach between their home and nursery. Children engage in a variety of experiences through the exciting and imaginative curriculum. For example, children recently visited a local art gallery and learned how to make their own books which were displayed at a public exhibition. Babies enjoy listening to music and learning about cause and effect as they push buttons on programmable toys. They explore natural resources and enjoy close interactions with staff, who playfully engage with them. Staff use a variety of methods to promote children's communication and language skills. For example, children are introduced to a variety of languages, signing and the use of picture cards in order to develop their early communication skills. They have opportunities to run, jump, climb and

develop their physical coordination skills in the thoughtfully resourced outdoor area. Children develop their social skills as they interact together each day. Staff allow children time to play without adult intervention to develop their own ideas and cooperative play. For example, children play imaginatively together in the outdoor mud kitchen, exploring the texture of sand and learning about mathematical concepts using different sized containers.

Staff demonstrate high expectations of children. For example, they challenge children by asking them to think about how many small world farm animal toys they each have and who has the most. This promotes children's mathematical skills and also helps to develop their social and communication skills, as they talk with staff about how the toys have been divided. Children develop the dispositions and attitudes which effectively prepare them for their next stage of learning as they are motivated to engage in the experiences provided by staff. For example, they learn about weight and quantity by adding stones to a bucket and use a pulley system to lift this in order to test whether it is lighter or heavier. However, staff sometimes miss opportunities to ask children about what is happening and what they can see. They also occasionally do not allow children enough time to think about what they are learning, for example, while listening to a story. As a result, children's problem-solving and critical-thinking skills are not maximised.

Despite this, children are supported to make very good progress in their learning. This is because staff ask parents for meaningful information about what their children can do upon entry to the setting. Staff use this information to form their initial assessment of children's existing skills and track their progress accurately throughout their time at the nursery. This means that staff can swiftly identify areas where children's development is less than expected, in order to provide additional support where necessary. They use the progress check for children aged between two and three years to summarise children's development, and share this with parents and other professionals. Children who speak English as an additional language are very well supported as staff use key words and phrases in home languages to support their early communication. Children who access funded early education, and those with special educational needs and/or disabilities, are also very well supported. This is because staff build strong relationships with parents and other professionals to provide a consistent approach to children's learning. This means that all children receive good support in developing the skills necessary to prepare them for their next stage of learning or a move to school.

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

The key-person system is robustly implemented, which means that staff get to know children well, effectively fostering their emotional well-being. Staff ask parents for detailed information about their children's preferences and routines in order to help children settle in to the nursery. Staff ensure that each child is able to settle in to the nursery at their own pace, with the support of their parents and key person. Children demonstrate warm and caring relationships with staff and are confident in the nursery environment. Children develop a strong sense of self-confidence and belonging as they self-register and hang up their coats on their own pegs. Children's needs are effectively met by the routines of the day. Babies' own routines are followed as closely as possible by staff, and older children

demonstrate an understanding of daily routines, for example, as they wait patiently to be taken to the toilet by a member of staff. Children's emotional well-being is especially well fostered through the arrangements to support them as they move to school. Staff invite children's teachers to visit the nursery so that children start to build a relationship with their new teacher. Children also benefit from looking at photographs of their new teacher and school, as well as by dressing up in different school uniforms during imaginative play. Staff make a strong contribution to ensuring children are emotionally well prepared for their next stage of learning and the move to school.

Children's behaviour is managed in a positive way. Their self-esteem and understanding of good behaviour are very well supported as staff frequently use specific praise, for example, by complimenting children on how well they have helped to tidy up. Children demonstrate considerate and caring behaviour towards each other throughout the day. Staff role model for children and actively involve them in routines, for example, helping to hand out plates or fruit at snack time. Toddlers and older children serve their own lunches. This helps to support children's growing independence. Staff have organised the indoor and outdoor environment with great care to ensure that all children can independently select resources and follow their own interests. An abundance of resources, which can be used in a number of ways, are available to children at all times, such as planks, containers, crates and ropes. This helps to keep children engaged in their learning and stimulates them as they follow their own interests and ideas.

Children's good health is actively promoted by the nursery. Their meals are freshly prepared each day and the menu has been carefully planned to ensure that all meals are balanced and nutritious. Children's individual dietary requirements are catered for by the cook, who is on site each day. Staff ensure that hygiene routines are well embedded so that the risk of cross-infection is reduced. Children are reminded that they must clean their hands before meals and after using the toilet so that they do not spread germs. Children's understanding of their own safety is also effectively promoted by staff as they learn to take safe risks in both the indoor and outdoor area. For example, children balance as they move across small planks and climb up the ladder onto a pirate ship. Babies also learn about taking safe risks as staff support them to climb over small obstacles. Staff remind children of how to use the equipment safely in order to enhance their understanding further.

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

The management team has implemented robust procedures to protect children from harm. They demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good knowledge of the signs and symptoms of abuse and the correct local safeguarding procedures for reporting concerns regarding children's welfare. This means that they can effectively protect children from harm. In addition, staff undertake regular fire drills and maintain accurate records of accidents, medication and existing injuries to promote children's safety. Staff control entry to the nursery using a closed-circuit television camera to ensure that unauthorised persons cannot enter the building. The management team has implemented robust recruitment

procedures, including conducting vetting checks for all staff and volunteers. Staff risk assess the nursery and complete daily checks to ensure the environment remains safe and suitable for children's use. As a result, children are kept safe from harm.

The management team has a strong understanding of the learning and development requirements of the Early Years Foundation Stage. Children benefit from a varied and interesting curriculum which is effectively monitored by the management team. Children's progress is tracked in an individual and group format so that managers can assess the effectiveness of the educational programmes. Staff build strong relationships with parents and demonstrate a strong commitment to partnership working. They do this by providing parents with information about their children's planning and next steps for development regularly. Parents are also invited to borrow books and resources from the nursery to extend their children's learning at home. As a result, children's overall development is effectively supported by a consistent approach to their learning. Parents express their happiness at the progress their children are making, as well as the friendliness and supportive nature of the staff team. Due to the commitment by the dedicated staff team, partnerships with external agencies are good and these make a strong contribution to meeting the needs of all children attending the nursery.

Staff are well qualified for their roles and the management team support them in accessing training which interests them, in addition to statutory training. The management team works alongside staff on a daily basis and holds supervision meetings. However, the monitoring of the observation of staff practice is not yet sharply focused, in order to swiftly address minor weaknesses in teaching, such as the variance in staff's questioning skills. This has been identified by the management team, but not yet addressed. The self-evaluation process is conducted by the management team, which considers the views of staff and parents to ensure identified priorities for improvement are balanced and accurate. The management team regularly evaluate the quality of the nursery, and are passionate and enthusiastic about continually improving the setting further, in order to achieve even better outcomes for children.

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	322383
Local authority	Liverpool
Inspection number	868781
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	27
Name of provider	Paula Moss and Julie Williamson Partnership
Date of previous inspection	13/01/2011
Telephone number	0151 486 2932

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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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