

# Litherland Moss Primary School and Children's Centre



Litherland Moss Primary School, Moss Lane, Litherland, Liverpool, Merseyside, L21 7NW

<b>Inspection date</b>	30 January 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Some staff do not undertake sufficiently precise assessments or regularly review children's progress to ensure that they understand what children know and can do. As a result, although children are happy and content, they are not always learning at the highest level.
- Children do not always have access to the full range of resources when outdoors, such as things to make marks and draw with.
- Inconsistencies in staff practice are not always identified and addressed in order to maintain good quality teaching across the nursery.

### It has the following strengths

- Children respond well to the warm and caring attitudes of the staff. Consequently, they are happy and feel emotionally secure while in nursery.
- Staff have a secure understanding how children learn. On a daily basis they interact well to help support and extend children's language, which benefit their communication, self-help and social skills. As a result, children behave well, are beginning to talk confidently with adults and their peers and have a go at attending to their own needs. This prepares them well for school.
- Children are kept safe and staff are helping them to establish good hygiene habits to follow, which will promote their health throughout life.

## 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 by ensuring all staff regularly undertake accurate observations and assessments of children's starting points and their subsequent progress; support the staff to use the information gained from these observations and assessments to plan specific learning experiences that maximise individual children's learning and robustly promotes their next steps in learning.

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

- ensure that the full range of resources is made available outdoors to every group of children each day, for example, consider creating tool boxes that contain paper, notebooks, pencils and other equipment for making marks, to take outside
- improve the ways in which staff performance is managed, including staff assessments of children's learning; make sure all staff continue to improve and develop good practice and consistently deliver the highest quality teaching.

## Inspection activities

- The inspector viewed activities in the two mobile playrooms and the outdoor play area.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also held meetings with the nominated person/manager, headteacher and the two deputy managers.
- The inspector held several informal discussions with various staff, during which he explored their understanding of the requirements of the Early Years Foundation Stage and the quality of teaching and learning taking place.
- The inspector did not speak directly with any parents during the inspection. However, he discussed with staff, viewed documents and took account of the information available for parents and staff.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

## Inspector

Frank Kelly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

The nursery is currently based in temporary cabins, within which staff have successfully created a stimulating place for children to be. Children have access to a good range of equipment and staff do not hurry them as they test things out. For example, children squash and handle jelly and stack puzzle pieces. This fosters children's confidence and motivates them to be curious and active learners. However, resources to make marks and draw with are not always readily available for each group of children when outside. Although, staff do provide a range of additional activities each day so the children are provided with a variety of experiences, which securely span the seven areas of learning. Procedures for assessing and planning for children's next stages of learning have been introduced and staff regularly plan activities each week for each child. However, there are some inconsistencies in the way this is implemented. Some staff do not identify children's starting points or regularly review progress. As a result, while planned activities are enjoyable, they are not always planned with precision so as to address the child's individual learning needs. Nevertheless, group activities, such as story time, singing and treasure hunts, help children to develop their concentration, sentence structure and vocabulary. This helps children develop their key skills and an enthusiasm for future learning.

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

Children's health and emotional well-being is promoted very well. An effective key-person system means that children's unique care needs are attended to. Key words to support children who speak English as an additional language are regularly sought from parents. Effective procedures are in place for supporting children as they move on to school. Staff implement good hygiene procedures and support children to learn about how to contribute to their own good health. For example, children wash their hands regularly and brush their teeth as part of the daily routines. Adults sensitively support children to practise self-help skills and take turns, for example, as they use serving tongs when selecting fruit at snack time. Children thoroughly enjoy the physical challenges of running, balancing along planks and rolling and throwing balls while outdoors.

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

Managers have a very secure understanding of their responsibilities and a wide range of procedures and policies effectively underpin the safety of children. Robust recruitment procedures and regular staff training mean safeguarding procedures are well known by staff. Close partnership working with other services ensure that children with specific needs are supported quickly. Arrangements for self-evaluation, improvement and staff management are in place. However, the improvement of staff performance, in particular, regarding the quality of assessment, is not yet sufficiently rigorous to ensure children make the best progress. Parents are provided with a wide range of information and actively encouraged to contribute to their child's ongoing learning.

## Setting details

<b>Unique reference number</b>	EY321127
<b>Local authority</b>	Sefton
<b>Inspection number</b>	856944
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Litherland Moss Primary School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 949 9710

Litherland Moss Primary School and Children's Centre nursery was registered in 2006. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at levels 2, 3, and 6, and one holds Qualified Teacher Status. The nursery opens from 8am to 6pm from Monday to Friday, 50 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. There is a combined and integrated service with the school and children's centre, all of which are managed by the school governing body. The nursery is currently accommodated in temporary cabins in the grounds of the school while awaiting the completion of new premises.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

