

# ABC Woolton Day Nursery

31 Woolton Street, Woolton, Liverpool, L25 8RP



## Inspection date

Previous inspection date

7 April 2015

25 April 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The quality of teaching across the nursery is variable. Some staff in the 'Two and over room' miss opportunities during activities to take learning further, particularly in extending children's thinking skills to challenge their ideas.
- Some assessments are not always completed consistently to identify children's current learning and development or identify clear next steps in their learning on which to base future planning.
- Staff do not fully support parents to continue their child's learning at home.

### It has the following strengths

- Staff have a good understanding of their responsibilities and the procedures for protecting children. Appropriate safeguarding procedures are consistent across the setting, which ensures the children are safe.
- Partnerships with parents are generally effective. Parents speak positively about the care and education their children receive. As a result, children's emotional well-being is appropriately met.
- There is a stimulating, well-resourced environment, which provides a range of suitable experiences to support children's growing confidence.
- Staff praise children in positive ways, which builds their confidence and self-esteem. Consequently, children's behaviour is good.

## What the setting needs to do to improve further

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

- develop the ability of staff to use effective questioning techniques when appropriate, to ensure that all children are sufficiently challenged, in order to develop thinking skills and extend their learning
- strengthen arrangements for the assessment of children's progress to ensure that their achievements and the next steps in their learning are consistently identified and are used to plan challenging activities that meet individual children's needs effectively.

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

- explore strategies to involve all parents in continuing children's learning at home.

### Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment.
- The inspector took into account the views of parents spoken to on the day and parents' comments provided by the manager.
- The inspector carried out a meeting with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's improvement plan.
- The inspector carried out a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

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

Staff have a sufficient level of knowledge and understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. Staff complete observations on children and use a tracker system to identify which development bands the children are currently in. However, these are not consistently completed by some staff who are then not able to effectively plan next steps for children's differing abilities based on accurate and up-to-date information. As a result, children quickly lose interest in planned activities. The quality of teaching is inconsistent across the nursery. For example, babies enjoy lots of sensory play with a variety of resources and materials. Staff repeat actions for the babies to follow. However, staff in the pre-school do not provide children with a good level of challenge to extend their learning further. For example, when reading books to the children, staff miss the opportunities to build on their learning to encourage them to work problems out for themselves. Literacy skills are supported through resources indoors and outdoors to enable drawing and early writing. This helps to prepare children for their next stage in learning, such as school.

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

Children are welcomed into this very friendly nursery. They have formed strong attachments with staff and good relationships with each other. Staff have a thorough understanding of children's welfare needs and meet these extremely well. Children are happy and form close bonds with their key person. Staff have a warm and caring rapport with the children and are knowledgeable about their individual needs. This promotes their emotional well-being. Children are encouraged to develop good independence skills, such as helping themselves to snack throughout the morning and putting on their coats for outdoor play. Good health is promoted through healthy snacks and meals. Staff discuss with the children the importance of washing their hands after visiting the bathroom, which embeds an understanding of good hygiene practices from an early age. Children develop their physical skills in the garden through climbing, running and playing games.

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

The manager and her team have a secure knowledge of the welfare and safeguarding requirements. There is an effective and robust recruitment procedure to ensure all staff are suitable for their role. The manager completes regular supervisions and appraisals with the staff, although, these have not yet raised the overall quality of teaching throughout the whole nursery. Staff attend additional training to develop their knowledge and to improve children's progress. The manager has recently completed a local authority quality improvement audit and has already started to make improvements to the nursery. Staff work well with parents and share children's assessments at regular intervals. However, there are not extensive opportunities for parents to share information regarding children's progress at home. This means that staff cannot always effectively build on this information, to extend children's learning to its full potential.

## Setting details

<b>Unique reference number</b>	EY420532
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	852114
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Brenda Turner
<b>Date of previous inspection</b>	25 April 2012
<b>Telephone number</b>	0151 428 4225

ABC Woolton Day Nursery was registered in 2011. The nursery employs 12 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications from level 3 to level 5, including the deputy manager who has Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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