

# Woolton Village Day Nursery Ltd

Mount Street, Woolton, LIVERPOOL, L25 6HL



**Inspection date** 22 May 2015  
Previous inspection date 29 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- All staff have a good understanding of how children learn. They offer a wide variety of resources for children to choose from and the quality of teaching is consistently good.
- Staff establish good partnerships with parents. Effective systems are in place, which means parents are kept well informed of their children's progress and next steps in learning.
- Staff have an in-depth understanding of their responsibilities to protect children from harm. Safeguarding arrangements are strong and staff are vigilant to potential risks in the environment.
- Staff give children clear and consistent messages about the expectations of how to behave in the nursery. As a result, children are confident, behave well and are able to share and take turns.
- The manager and the staff team have worked hard since the last inspection. They have swiftly addressed any actions and recommendations raised. They are committed and enthusiastic about developing the quality of the provision at nursery even further.

### It is not yet outstanding because:

- The programme of professional development is not yet sharply focused and targeted to ensure that all staff are reflecting on their practice to enhance teaching to the highest level.
- The lunchtime routine in the pre-school room is not always sufficiently well organised to keep children actively engaged in their learning.

## What the setting needs to do to improve further

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

- enhance the effectiveness of the monitoring of staff's performance even further by providing opportunities during supervisions for staff to reflect on and evaluate the impact that their practice has on the outcomes for children
- review the lunchtime arrangements in the pre-school room to ensure best use is made of time and resources, in order to keep children actively engaged in their learning.

### 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 and the outdoor environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager and checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form.
- 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 is good**

Staff are experienced and well qualified. As a result, teaching is of good quality. Staff observe children closely when they start in the setting and make accurate assessments of their current stage of development. This enables staff to plan a good range of activities and experiences, which meet children's individual needs. All staff actively engage with the children, playing alongside them. They question and model to support and extend children's learning during both adult-led and spontaneous activities. Staff sing number songs and rhymes to babies, which enhances their mathematical awareness and communication and language skills. Staff support the older children to work out how they are going to save the animals that are trapped in the ice. Together, they decide whether to smash the ice using small hammers or use warm water to melt the ice. This develops the characteristics of effective learning well because they are beginning to solve simple problems, which prepares them well for school.

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

Children form good relationships with staff. Babies and younger children receive cuddles and reassurance when needed. This helps children to feel safe and secure. Lunchtime across the nursery is a sociable occasion and children help themselves to their own lunch, which develops their independence skills. However, lunchtime in the preschool room is not always well organised. This is because children line up and wait for a long time for their turn to choose their lunch. Children become restless, as some have finished their lunch before others have started. As a result, children are not always consistently engaged in their learning. Children are developing a good understanding of a healthy lifestyle. Staff provide a variety of outdoor activities to support children's physical skills and develop their muscles. They enjoy riding wheeled toys and climbing on, into and out of a variety of equipment. Children are supported well during their move to the school. Staff share information, so teachers have a good understanding of their needs and what they know and can already do. This effectively supports children's emotional well-being.

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

The manager and staff fully understand the requirements of the Early Years Foundation Stage. Effective tracking of children's progress ensure that staff can quickly identify areas in their learning where they are at risk of making less than expected progress. The manager and staff are fully committed to professional development. Most staff hold relevant qualifications and others are working towards a relevant childcare qualification. This positively impacts on the quality of teaching in the setting. Staff carry out peer observations and the manager holds supervisions with all staff on a regular basis. However, managers do not always encourage staff to fully reflect on any improvements identified during peer observations in staff supervision, to enhance the quality of teaching even further. Parents speak highly of the setting, they comment on the commitment of staff and how their children enjoy their time at the nursery.

## Setting details

<b>Unique reference number</b>	EY463241
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	978443
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Woolton Village Day Nursery Ltd
<b>Date of previous inspection</b>	29 May 2014
<b>Telephone number</b>	0151 4287888

Woolton Village Day Nursery Ltd was registered in 2013. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications, including one at level 5. 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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