

Inspection date	26 May 2015
Previous inspection date	15 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are curious and motivated. They enjoy participating in a wide range of activities planned by staff, who encourage them to think about what is happening and why, effectively supporting their problem-solving skills.
- Staff demonstrate a good understanding of how children learn and develop. As a result of their interesting and imaginative curriculum, all children are making good progress in their development, given their individual starting points.
- Staff build affectionate relationships with children, who grow in confidence and are well supported as they prepare to move on to school.
- Self-evaluation is highly accurate and the manager is effective in motivating staff to develop their own skills and reflect on the quality of the nursery.
- Staff have a very good understanding of child protection issues. They are able to identify symptoms of abuse and have confidence in following the correct local reporting procedures, in order to protect children from harm.
- Leadership is strong. The manager has an excellent understanding of the requirements of the Early Years Foundation Stage and the nursery is run well.
- Staff and leaders have built highly effective working relationships with other providers and professionals. This enables them to recognise children's unique needs swiftly and secure extra support, where required.

It is not yet outstanding because:

- Staff do not always make the most of opportunities to support younger children's communication and language skills.
- Staff do not always make effective use of some aspects of the indoor environment, such as providing areas for reading and space for exploratory play.

What the setting needs to do to improve further

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

- enhance the strategies to promote children's early communication skills even more effectively, for example, by consistently modelling correct grammar and including children's home languages within group conversations
- review the use of space in the indoor area as part of the ongoing, targeted improvement plan, with particular regard to children accessing books and having more room to engage in exploratory or creative activities.

Inspection activities

- The inspector met with leaders and reviewed the self-evaluation form and a range of operational documents, including policies.
- The inspector considered the views of parents and children spoken to during the inspection.
- The inspector observed activities across all areas of the nursery and conducted a joint observation with the manager.
- The inspector reviewed evidence of staff suitability to work with children and their qualifications, including paediatric first aid.
- The inspector spoke with staff at appropriate times during the inspection and reviewed children's learning records.

Inspector

Lauren Grocott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

All children attending are making good progress in their learning from their individual starting points. Children's engagement is effectively promoted by staff. Information provided by parents is used effectively with staff's observations to plan activities that children find interesting. For example, toddlers explore quantity and texture as they use a variety of containers to explore rice. Older children are curious as they explore a mint plant using all of their senses, which promotes their understanding of the world. Babies learn to link actions with words as they eagerly join in with familiar action rhymes, sung by staff. Staff have a strong focus on improving children's listening and attention skills. However, they do not always model the correct use of grammar or include words in children's different home languages in play. Despite this, children continue to make good progress, including those who speak English as an additional language.

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

Staff consider children's unique needs when arranging for them to move through the nursery. Pre-school children are well prepared for the move to school as they engage in role play in a 'school' environment, using uniforms obtained from local schools. Children have a good understanding of healthy lifestyles. All children have access to water throughout the day. They independently access this, as their cups are labelled with their names or photographs. Staff ensure children's safety is maintained. For example, only senior staff are permitted to answer the nursery door and all staff undertake risk assessments to reduce any potential hazards. The learning environment is well resourced. However, staff do not always make best use of some of the indoor space available. Books are not always displayed in an attractive way to encourage children to look at them spontaneously. The placement of some furniture restricts children's ability to move more freely round the room and fully explore some activities.

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

The manager is passionate about the provision and is dedicated to achieving good outcomes for all children. She supervises staff effectively and has devised a targeted training plan, to help staff build on their already good knowledge. Staff who have not yet obtained qualifications are very well supported as they work towards these. The manager is pro-active in monitoring the quality of the practice. She has robust systems in place to ensure all children are making progress. Parents are well supported. In monthly newsletters, the manager shares information about different activities parents can try at home. In addition, she sometimes offers resources to support this. Parents are actively involved in their children's learning records and assessments. The manager and provider are committed to continuing their development of the provision. They include the views of the children and staff, for example, when obtaining new resources, in order to continue driving improvement.

Setting details

Unique reference number	EY346806
Local authority	Liverpool
Inspection number	857368
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	55
Number of children on roll	104
Name of provider	2nd Steps Ltd
Date of previous inspection	15 February 2012
Telephone number	0151 5211641

2nd Steps Ltd was registered in 2007 and operates in Walton, Liverpool. The nursery employs 18 members of childcare staff. Of these, all hold appropriate early years qualifications and the manager holds Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. 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.

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