

Kelton Nursery and After School



Kelton Nursery, Park Avenue, Mossley Hill, LIVERPOOL, L18 8BT

Inspection date	28 May 2015
Previous inspection date	29 May 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

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

- Key persons do not always gather sufficient information from parents about their child's capabilities and care needs. As a result, children's emotional needs are not always well supported when they first start.
- Staff do not consistently demonstrate good teaching skills. As a result, children make steady, rather than good, progress towards the early learning goals.
- Not all committee members have a thorough understanding of their roles and responsibilities, or of the requirements of the Early Years Foundation Stage.

It has the following strengths

- Staff demonstrate sound knowledge of safeguarding procedures in order to keep children safe.
- Children benefit from an organised and well-resourced environment. The nursery provides a range of suitable experiences and activities across the seven areas of learning, to support children's growing confidence and motivation to learn.
- Staff have developed effective links with external agencies and other professionals, to ensure that children receive appropriate intervention and support.
- The highly qualified and experienced management team regularly check their progress and how they can improve, using the views of parents, staff and children. As a result, they know what needs to change, and have plans to help them make improvements quickly.

What the setting needs to do to improve further

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

- extend staff's understanding of their role as key person, to build a stronger relationship with parents, in order to gain all-round knowledge of each child's abilities, and how to support their emotional well-being when they first start
- improve the quality of teaching, for example, by providing support and additional training to staff, to ensure they understand and use a range of teaching methods, to help children make consistently good progress in their learning.

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

- develop induction and training processes further, so that committee members are fully knowledgeable about their responsibilities and requirements of the Early Years Foundation Stage, in order to support the manager to effectively raise and continue to improve the quality of the nursery.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to children and staff, and observed play and learning activities in all rooms.
- The inspector took into account the views of parents spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's improvement plan.
- The inspector carried out a tour of the premises.
- The inspector carried out a joint observation of staff practice with the deputy manager, and had a meeting with committee members and the manager.

Inspector

Kellie Lever

Inspection findings

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

Staff regularly observe children's play and track their development, in order to plan for the next steps in their learning. They are beginning to use this information more effectively to shape children's learning experiences, based on their interests and learning needs. However, the quality of teaching is variable across the staff team. For example, some staff support younger children's communication and language skills well. They provide additional resources, such as toy aeroplanes, to create conversations and extend children's vocabulary. However, some staff do not always give children time to think and respond for themselves, because they both ask and answer questions for them. Additionally, staff disrupt children who are focused on listening to stories, by inviting them to participate in other activities. As a result, children make steady, rather than good, progress towards the early learning goals.

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

Children are well supported in the nursery when moving from one room to another, and with their move to school. For example, staff have meetings to share information about individual children. Teachers visit the nursery, enabling children to make initial links with them. As a result, children are well prepared for school. However, they are not as well supported when they first start at the nursery. This is because some staff do not always gather sufficient information from parents about their child's capabilities and care needs. As a result, children remain fretful during initial visits, and positive relationships with parents and children are not fully promoted. The environment is safe and organised to promote children's independent play. Consequently, some children are fully involved in the activities they choose. Children are active in the spacious garden, which means their physical development is supported well.

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

The manager is highly skilled, knowledgeable and demonstrates a secure understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. As a result, clear improvements have been achieved since the last inspection. However, not all committee members have a fully secure knowledge of the requirements, in order for them to fully support the manager in continuing to raise the quality of the nursery. Staff are qualified and attend training. However, further support and training are needed to improve teaching methods, so that children make the best possible progress. Regular supervisions are in place. Managers observe staff practice and review children's development files. However, these systems are still in the early stages of development and require further time to have a positive impact. Parents speak positively about recent changes, and feel the nursery has improved under the guidance of the manager.

Setting details

Unique reference number	EY372052
Local authority	Liverpool
Inspection number	978260
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	184
Number of children on roll	197
Name of provider	Kelton Day Nursery Committee
Date of previous inspection	29 May 2014
Telephone number	01517 245 802

Kelton Nursery and After School was registered in 2009. The provision operates Monday to Friday, from 7.30am until 6pm. The after school provision operates from 3pm to 6pm, during term time, and from 8am to 6pm, during the holiday play schemes. It operates all year round, except for bank holidays and a week at Christmas. The provision employs 50 members of childcare staff, of whom seven hold appropriate early years qualifications at level 6, one at level 5, 34 at level 3, and one at level 2. One member of staff holds Early Years Professional status. The provision provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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