

Learning Exchange Nursery



The City of Liverpool College - The Learning Exchange, Roscoe Street, LIVERPOOL,
L1 9DW

Inspection date	21 October 2015
Previous inspection date	15 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good knowledge of individual children's interests and learning needs. They provide a broad range of activities to effectively promote children's development across the seven areas of learning.
- The nursery environment is well organised. Children independently access a variety of resources and activities. This helps children to be enthusiastic learners and develop skills for their next stage in learning.
- Staff promote children's good health by providing healthy snacks and meals. Children have regular opportunities to be physically active and to play outdoors in the fresh air.
- Staff are good role models. They consistently promote positive behaviour which helps children learn how to make friends, take turns and share toys.
- The management team and staff are committed to improving the quality of their service and outcomes for children. They use self-evaluation effectively to identify and develop strategies to support further improvements.

It is not yet outstanding because:

- Staff do not obtain detailed information from parents about their children's achievements and abilities when they first start at the nursery.
- Sometimes, staff miss opportunities to support and extend individual children's learning when they are involved in large-group activities.

What the setting needs to do to improve further

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

- obtain more detailed information from parents about their children's achievements and abilities when they first start at the nursery to inform initial assessments and promote more rapid progress
- review and amend the organisation of group activities, so that staff can provide even more individual support for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery supervisor.
- The inspector held a meeting with the nursery manager and supervisor. She looked at relevant documentation, such as the self-evaluation, children's records, policies and procedures, and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and a small selection of parents during the inspection and took account of their views.

Inspector

Susan Hopper

Inspection findings

Effectiveness of the leadership and management is good

The management team are committed and enthusiastic. They work closely with staff and take account of the views of parents and children when evaluating the quality of the provision. The management team are committed to ensuring the professional development of all staff. They regularly monitor the quality of teaching and children's progress. Staff's training needs are identified and addressed on an ongoing basis. All staff hold an appropriate early years qualification and a valid first-aid qualification. Any gaps in children's learning are quickly identified and addressed through planning and additional support. The arrangements for safeguarding are effective. Staff have a good understanding of their role in helping to keep children safe. They receive regular updates on safe working practices and know what action to take if they have concerns about a child's welfare.

Quality of teaching, learning and assessment is good

All staff and managers have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Staff use observations and assessments to plan stimulating experiences to meet children's interests and learning needs. For example, staff have introduced a notebook for children to record their ideas for play activities in the nursery. Children confidently access resources and enthusiastically engage in activities. They enjoy playing outdoors in the stimulating play area, climbing through hoops and practising their counting skills as they jump in and out of puddles. Staff listen to children, modelling the correct use of words and asking questions to develop children's thinking skills. However, sometimes, opportunities to support and extend children's learning are missed when they are engaged in large-group activities. Staff keep parents well informed about their children's development and daily activities at nursery by providing regular verbal feedback and sharing their progress records. However, staff do not routinely collect detailed information from parents about what children can already do when they start at the setting.

Personal development, behaviour and welfare are good

The key-person system is very effective. Staff develop close relationships with children which helps to ensure that they are emotionally secure and their care needs are well met. Settling-in sessions are used effectively to get to know children and collect information about their individual needs. Children behave well. They are encouraged to develop their independence and self-help skills. Staff sensitively support children at snack time as they put cereal in bowls and pour on milk. Staff promote good hygiene practices. Children are taught about the importance of handwashing before eating and after using the toilet.

Outcomes for children are good

All children are supported well to make good progress from their starting points. The quality of teaching throughout the nursery is consistently good. Staff help children develop the key skills they need for future learning and school.

Setting details

Unique reference number	EY427298
Local authority	Liverpool
Inspection number	852772
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	1 - 4
Total number of places	18
Number of children on roll	24
Name of provider	The City of Liverpool College Governing Body
Date of previous inspection	15 June 2012
Telephone number	0151 252 4034

Learning Exchange Nursery was registered in 2011. The nursery employs six members of childcare staff, all whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 5.30pm, Monday to Thursday, and 8.30am to 3pm on Fridays. The nursery provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

