

Pagoda Nursery

Chinese Pagoda Youth & Community Centre, Henry Street, LIVERPOOL, L1 5BU



Inspection date 13 January 2016
Previous inspection date 8 April 2015

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

- Children are extremely happy and confident within the setting. They have formed close attachments with staff and positive friendships with other children. Staff are responsive to children's individual needs and encourage them to make choices and direct their own learning.
- The quality of teaching is good. The small staff team is well-qualified and has a good understanding of how young children learn and develop. They plan a wide range of stimulating activities based on children's interests and next steps in learning.
- Communication and language skills are supported well. Staff use different strategies to support children's developing speaking and listening skills. This helps all children to make good progress in these areas of learning, including those who speak English as an additional language.
- Self-evaluation has improved since the last inspection and is used effectively to identify future improvements. The manager has worked alongside the local authority to review her policies, practice and learning environment.
- The manager has good systems in place to monitor the performance of staff. She provides them with support and sets targets to help improve their existing knowledge and skills. Staff benefit from regular training and use their knowledge to make positive improvements.

It is not yet outstanding because:

- Staff occasionally miss opportunities to extend children's thinking and learning further during planned activities.
- Staff do not always encourage parents to share their ideas about what they feel their child needs to learn next.

What the setting needs to do to improve further

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

- provide more opportunities to extend and challenge children's thinking and learning further during planned activities
- encourage parents to share ongoing information about what their child needs to learn next, in order to contribute to children's next steps in learning.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is good

The manager has addressed all actions and recommendations set during the last inspection and continues to seek the support of the local authority in developing her practice. She considers the views of staff and parents when reviewing the provision and provides updates relating to changes and improvements made. Staff attend regular team meetings and are encouraged to share ideas and discuss good practice. The manager works alongside the staff team to monitor practice and interactions. Staff benefit from regular supervision meetings and progress well towards their individual targets. This helps to improve the already good quality teaching skills and knowledge of the staff team. Staff are also encouraged to undertake higher-level qualifications and say they feel well supported within their role. The arrangements for safeguarding are effective. All staff have attended child-protection training and are confident about their safeguarding responsibilities. They demonstrate a good awareness of how to act upon and report any concerns.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's learning and development. They use these effectively to plan activities that cover the different areas of learning. The manager and deputy monitor assessments and planning to ensure children's individual needs are well supported and gaps in their learning are identified. Children have good opportunities to investigate and learn about the natural world. Children enjoy making bird feeders for the outdoor area and explore how ice melts indoors. Parents are welcomed into the setting and have opportunities to attend stay-and-play sessions. This helps to provide parents with ideas to support children's learning at home. Staff skilfully question children during activities and encourage them to communicate their ideas.

Personal development, behaviour and welfare are good

The key-person system is effective and staff know their children very well. They are enthusiastic and engage well in children's play. Staff act as positive role-models and provide children with consistent messages about behaviour. Children are supported to share, take turns and consider the feelings of others. They independently select toys and resources and enjoy taking part in small-group activities, songs and rhymes. Children are supported to be independent and attend to their own needs. They have regular opportunities to play outdoors and visit local city-centre attractions. The manager has established close links with the local community and primary schools. Staff value children's experiences and provide good opportunities for them to learn about the community and wider world.

Outcomes for children are good

All children make good progress in their learning and are supported to gain the key skills required for future learning. Good quality information is collected on entry to help establish what children can already do at home. This helps to support children's ongoing progress and all-round development.

Setting details

Unique reference number	EY416841
Local authority	Liverpool
Inspection number	1012098
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	14
Number of children on roll	16
Name of provider	Liverpool Chinese Community Foundation CIC
Date of previous inspection	8 April 2015
Telephone number	0151 7098828

Pagoda Nursery was registered in 2011. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The manager holds a relevant early years degree. 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.

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