

Calderstones Kindergarten

2 Carnforth Road, LIVERPOOL, L18 6JS



Inspection date

14 January 2016

Previous inspection date

16 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching across the setting is exceptional. The inspirational owner and staff provide an excellent range of high-quality learning experiences for children, both indoors and outdoors. This helps children to be highly motivated, eager to explore and develop a thirst for learning. Children make excellent progress.
- Disabled children and those with special educational needs are superbly supported by staff. Educational programmes enable staff and other professionals to provide expertly tailored support and advice for parents and children. Activities and routines are skilfully adapted to ensure children get the most from every session.
- Excellent use is made of the indoor and outdoor environments of the setting. They are extremely well organised and resourced to provide delightful play areas for all children attending. Staff make learning fun and enjoyable. They have developed numerous areas for children to explore, investigate and develop their interests.
- Staff maintain excellent partnerships with parents. Parents are very eager to share highly positive feedback about the nursery. They readily say that staff are kind, thoughtful and support children and families exceptionally well. Parents are valued partners who are constantly involved in their child's learning and well informed about progress and achievements.
- Children are supported extremely well to develop a growing understanding of how to manage risks safely and tackle new challenges with confidence and self-assurance. Each child is respected and valued. They form very close attachments with the staff who care for them each day.

What the setting needs to do to improve further

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

- continue to focus on opportunities to extend staff's professional development that increase the potential to maintain and build on the excellent practice.

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

Inspector

Jeanette Brookfield

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The manager, who is also the owner, and staff have an excellent understanding of how to protect children from harm. This is supported by ongoing training and robust policies and procedures which are regularly updated. Supervision and appraisal arrangements are strong and all staff actively contribute to meeting their high expectations. The manager is keen for staff to continue to enrich their professional development and raise the quality of their practice even further. A highly effective monitoring and tracking system is in place which quickly identifies if there are any gaps in children's learning. The manager and staff constantly reflect on their provision and swiftly identify where more improvements can be made to this already outstanding setting.

Quality of teaching, learning and assessment is outstanding

The highly qualified team has vast experience in providing first-class teaching and learning for all children. Key persons are extremely knowledgeable about children in their groups. They use their expertise to effectively plan activities that precisely meet children's needs and interests and challenge their learning. During play, staff demonstrate their exceptional teaching skills through guiding, explaining and role modelling. Children's language, communication and literacy skills are significantly enhanced. They thoroughly enjoy developing their early writing and are successfully encouraged to recognise familiar letters and sounds. Staff are inspirational and enthusiastic in their storytelling. They capture the children's attention as they use props to bring the story to life. Children's mathematical development is promoted extremely well. They use a rich and varied range of highly stimulating resources to help them recognise numbers, count and use mathematical language.

Personal development, behaviour and welfare are outstanding

Children's well-being is highly promoted through exceptional care arrangements. New children settle quickly. Staff support children exceedingly well, allowing them to explore the environment confidently at their own pace. Parents comment that they are extremely happy with the setting and feel that the staff know families and children very well. Staff are excellent role models and play alongside children, helping them to understand how to share and take turns. All snacks are healthy. Staff make the very most of snack times to further promote children's enhanced understanding of the importance of a healthy diet. Children show their skilful independence as they choose what they want to eat and learn to pour their own drinks with precision. Staff strongly promote outdoor learning and provide a wealth of inspirational learning opportunities for children outside. Children enjoy ample opportunities to be active and extend and test their physical skills.

Outcomes for children are outstanding

Children consistently demonstrate very high levels of confidence and motivation. They engage deeply in the extremely well-planned activities. Staff quickly put in place targeted and tailored early interventions to support each child to achieve their full potential. Children make excellent progress from their starting points and become ready for school.

Setting details

Unique reference number	EY346381
Local authority	Liverpool
Inspection number	849411
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	35
Name of provider	Calderstones Kindergarten Limited
Date of previous inspection	16 March 2011
Telephone number	07860 786730

Calderstones Kindergarten was registered in 2007. The setting employs 6 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including four who have Qualified Teacher Status. It opens Monday to Friday, term time only. Sessions are from 9am until 12 noon each morning, and 1pm until 4pm on Wednesday. The setting also offers a lunch club between 12 noon and 1pm on Wednesday. It provides funded early education for two-, three- and four-year-old children. The setting supports disabled children and those with special educational needs.

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