

ABC Woolton Day Nursery

31 Woolton Street, Woolton, Liverpool, L25 8RP



Inspection date

3 February 2016

Previous inspection date

7 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

- Strong leadership has successfully improved teaching, assessment and the educational outcomes for children since the last inspection. All legal requirements are now met.
- The quality of teaching is improving rapidly because the manager carefully checks the work of her staff. She gives them detailed feedback in regular reviews and weak teaching is tackled swiftly. Staff get the support, challenge and training they need to enhance their qualifications and to improve children's learning outcomes.
- Parents and staff exchange information regularly about children's interests, achievements and progress. Staff use the information well to plan activities to meet children's learning, welfare and care needs. Children are motivated to learn because the activities build on their existing interests and parents support this learning in the home. Children of all ages make good progress.
- Children's well-being and personal development is promoted well. Staff help children to feel good about themselves and teach them how to eat healthily, exercise regularly, keep themselves safe and be kind to others. Behaviour is good. Staff are familiar with indicators of a wide range of current risks to children and how to report concerns about children or adults working with children.

It is not yet outstanding because:

- The manager is unable to show how gaps in learning and development are narrowing for groups of children who need more support in order to achieve as well as other children attending the nursery.

What the setting needs to do to improve further

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

- develop effective systems to show how any gaps in achievement are narrowing for those children identified as being at risk of not achieving as well as their peers so that appropriate support is given.

Inspection activities

- The inspector viewed all areas of the premises used by children, including the garden.
- The inspector held meetings with the manager and deputy, and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out four formal observations with the manager and deputy. The manager also took up the inspector's invitation to accompany her throughout the general observations of teaching and learning both inside and outdoors.
- The inspector looked at a sample of records, including registers, assessments and planning documents. The inspector also reviewed a broad sample of policies and procedures, including those supporting the wider safeguarding agenda.
- The inspector spoke to three parents during the inspection, and took account of their views. The inspector also tracked the progress of two children.

Inspector

Linda McLarty

Inspection findings

Effectiveness of the leadership and management is good

Staff work with parents and external professionals to help them meet children's care, learning and development needs well. Parents report that accurate assessments help them to build on what children are learning in the nursery. The manager regularly checks the accuracy of children's assessments and can show that children make good progress, and are well-prepared for school. This includes children who enter nursery with starting points below those typically seen for the age-group. However, the manager does not yet check for any variations in the achievement of different groups of children or whether any gaps are narrowing. The manager has a good understanding of the setting's weaknesses and is keen to improve. She has already improved teaching and learning through regular observations of staff, who receive detailed feedback and good quality mentoring and professional development. Safeguarding is effective. The manager makes sure that staff remain suitable to work with children. Safeguarding training updated regularly so that staff are alert to a wide range of possible harm to children, including risks from the internet.

Quality of teaching, learning and assessment is good

Staff use information from parents and from assessments to plan activities which build on children's interests and target any weaknesses in their learning. Children are fascinated by changes to the texture and colour of puffed rice grains as they mix them with paint and glitter. Children use words such as 'sticky' and 'solid' as they mould the grains into hills and valleys. Recently the manager identified that children were developing less well in mathematical development than in other areas of learning. She motivated staff to improve how they support children's mathematical ability in the planned activities and in the daily routine. Younger children can now name many shapes and compare size and quantity. Older children solve simple problems such as counting fruit to work out if there is enough for everyone. Children use mathematical language such as 'in front of', 'beside' and 'behind' during outdoor play or when completing jigsaws. They develop mark-making skills, for example, by chalking on the blackboards and paving slabs outside. The older children are encouraged to learn about letters and sounds as they rhyme simple words such as 'fire' and 'tyre'. The manager swiftly galvanises parental and professional support for children who need help, for example, with their communication skills.

Personal development, behaviour and welfare are good

Good two-way communication with parents helps staff to meet children's care, welfare and emotional needs. Children enjoy healthy food and daily exercise in the fresh air. Two-year-olds can explain why it's important to wash away germs. Older children can explain the 'golden rules' for behaviour and behave sensibly. Older children are helped to dress themselves independently for outdoor play, and competently take care of their toileting needs. Children show how secure they feel as they confidently approach staff for cuddles.

Outcomes for children are good

Children often start nursery with low starting-points. They make good progress, and start school as confident, keen learners, who are at or above typical levels of development.

Setting details

Unique reference number	EY420532
Local authority	Liverpool
Inspection number	1035535
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	60
Number of children on roll	42
Name of provider	Brenda Turner
Date of previous inspection	7 April 2015
Telephone number	0151 428 4225

ABC Woolton Day Nursery was registered on the Early Years Register and the compulsory part of the Childcare Register in 2011. The nursery is in the Woolton area of Liverpool. There are currently 42 children attending, all of whom are in the early years age group. The nursery employs 12 members of staff, 11 of whom work directly with the children. Of these 11, eight hold appropriate early years qualifications at level 3 and above. The nursery is open from 7.30am until 6pm Monday to Friday, all year round except for public holidays. 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

