

<b>Inspection date</b>	4 April 2016
Previous inspection date	22 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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

- Highly effective systems to monitor children's progress enable staff to provide swift interventions and additional support for children who require it.
- The nursery's culture and ethos show the high expectations for all children. Ambitious development plans consider the views of staff, parents and children. Leaders make effective use of additional funding to successfully promote children's development.
- Staff thoroughly immerse themselves in children's play. They provide highly imaginative and creative experiences which successfully promote children's understanding across all areas of learning.
- Children's interests, next steps and preferred learning styles are observed by staff. They make highly effective use of this information to ensure that the activities and experiences provided for children are challenging and stimulating.
- Children have excellent relationships with staff. Their behaviour is sensitively and successfully supported by knowledgeable staff, who make their expectations very clear. Children behave very well and show a developing understanding of the difference between right and wrong.
- Children are fully supported in making independent choices. They are actively involved in the routines of the day and demonstrate high self-esteem. Staff use very positive and specific praise, which further promotes children's confidence.
- Children make excellent progress from their individual starting points. Highly effective strategies support children's emotional and developmental readiness to move between settings and for the eventual move to school.

## What the setting needs to do to improve further

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

- review the implementation of the planned changes to extending children's thinking skills in different ways and assess the impact of this on children's outcomes.

### Inspection activities

- The inspector took a tour of the premises.
- The inspector reviewed written feedback submitted by parents for inspection purposes and took account of their views.
- The inspector held a meeting with the leadership team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector completed a joint observation with the Early Years Teacher.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

### Inspector

Lauren Grocott

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The arrangements for safeguarding are effective. Staff have a thorough understanding of the robust policies and procedures which are in place to protect children from harm. Robust risk assessment procedures are followed on a daily basis. This helps to keep children extremely safe and to manage risks appropriately. Staff deploy themselves well throughout the nursery to ensure that children can ask for help if they need it. Parents praise the support that staff provide them with. Highly qualified staff lead sessions to help parents understand how to manage children's behaviour. Staff also have access to ongoing training to build on their existing knowledge. They are considering different ways to extend children's thinking skills. They regularly and proactively liaise with other providers and professionals to ensure that all children's needs are fully met.

### **Quality of teaching, learning and assessment is outstanding**

Children thoroughly enjoy their time at the nursery. They squeal with delight as they re-enact a favourite story, alongside staff. Staff are highly effective in ensuring learning experiences enthral all children. Children splash through pretend rivers, trample through pretend forests and battle through pretend blizzards, to find a bear. They delight in the sensory experience of splashing in water and exploring the foam as staff try to make the experience more real for them. Staff use questioning very well to extend children's ideas and constantly encourage them to follow their own interests. Children's individual learning styles are understood by staff, who regularly observe and celebrate children's achievements and interests. Children's learning is effectively supported by robust assessment systems. Staff are highly creative in their planning for children's learning.

### **Personal development, behaviour and welfare are outstanding**

Staff make excellent use of space. They provide a wide range of interesting resources to challenge children and develop their levels of concentration. Staff encourage children to make choices. Children are highly motivated as they move resources around between the indoor and outdoor areas, to further their ideas. They discuss their favourite fruits and vegetables with staff as they help to prepare a snack for the other children. They are excellent at following hygiene routines and show a deep understanding of why they should clean their teeth, to stop them from getting 'holes in'. Children are encouraged to discuss their differences and respect each other's ideas. They have strong links with the local community, which helps them to learn about empathy, compassion and respect. Children collect donations and hold cake sales to raise money for those less fortunate than themselves.

### **Outcomes for children are outstanding**

Children make excellent progress from their individual starting points. They show that they are sensitive to the feelings of others, for example, when new children enter the nursery. They approach and offer to play with new children or show them the toys. Children can express themselves effectively and make their thoughts and feelings known. They show that they are very well prepared for their next stage of learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	502595
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	847957
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	73
<b>Name of provider</b>	St Gabriels Area Partnership Enabling Play and Learning for Everyone Ltd
<b>Date of previous inspection</b>	22 February 2012
<b>Telephone number</b>	0151 489 4120

Little Apples was registered in 2001. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one with Early Years Teacher status and one with Qualified Teacher Status. The nursery opens from Monday to Friday for 51 weeks per year, excluding bank holidays. Sessions are from 8am until 5.30pm. The provision also offers wrap-around care before and after school and a holiday club. The nursery provides funded early education for two-, three- and four-year-old children.

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