

Noodles Nursery

2 Greenes Road, Whiston, Liverpool, L35 3RF



Inspection date

Previous inspection date

7 April 2016

15 April 2010

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 know individual children well and confidently talk about their unique interests, learning styles and stage of development. Staff use an extensive range of teaching strategies to promote children's personal, social and emotional development and their communication skills.
- Children are happy and demonstrate a strong sense of belonging as they eagerly get involved in their choice of play within a caring and welcoming environment. Staff are considerate and sensitive during their interactions with children. This helps to promote children's emotional well-being.
- Children's independence and self-care skills are given high priority. This means that children are developing confidence in their ability to do things for themselves and this helps to raise their self-esteem.
- Partnerships with parents and other professionals are very strong. The management team also works extremely closely with staff, who are vigilant in recognising and acting quickly upon any emerging learning needs of individual children.
- The management team demonstrates a drive and eagerness towards providing a high-quality service to children and their families. Contributions from staff, parents and other professionals are valued, and used as part of the self-evaluation process.

It is not yet outstanding because:

- On occasion, some planned activities for younger children and interactions during routines, such as mealtimes, are not as effective as others.
- Monitoring of identified priorities is not yet rigorous enough to raise the overall quality of the provision to the highest level.

What the setting needs to do to improve further

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

- provide even more support for the youngest children during daily routines and activities, so that they are able to achieve at an even higher level
- monitor more accurately the impact of action taken to improve identified areas of weakness.

Inspection activities

- The inspector observed activities and the quality of teaching in all of the playrooms and outside and assessed the impact this has on children's learning.
- The inspector completed joint observations with the deputy manager. The inspector also interacted with children at appropriate times during the inspection.
- The inspector spoke with the deputy and the provider, who is also the nursery manager.
- The inspector looked at and discussed relevant documentation and procedures, such as the nursery's self-evaluation process, and checked evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Hilary Boyd

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Various supporting arrangements implemented by the management team ensure staff understand their safeguarding responsibilities. Safer recruitment procedures and rigorous induction processes further promote children's safety and welfare. Supervision sessions provide an opportunity for staff to evaluate their own performance. Staff meet regularly as a team and attend training to further enhance their knowledge and skills. Parents speak very highly of the care and support provided. They are actively encouraged to share information about their children and staff use these contributions within the ongoing assessment process. An extensive range of communication methods means that parents are aware of the different ways they can extend their children's learning at home.

Quality of teaching, learning and assessment is good

The well-qualified staff observe children closely, considering their emerging interests and abilities. Staff gather detailed information from parents to help them plan a personalised package of support for each child. This contributes towards the delivery of various activities that are mostly tailored around children's interests and individual needs. All children demonstrate a strong sense of motivation during their play. Older children are confident communicators and demonstrate high levels of engagement in activities that stimulate them. Staff routinely promote children's thinking skills as they positively respond to their fascinations and interests during activities. Younger children enjoy exploring various materials as they take part in an extensive range of sensory play experiences. For example, they show great excitement as they splash in water.

Personal development, behaviour and welfare are good

Children with special educational needs or disability are particularly well supported. For example, staff use personalised teaching strategies, such as signing and visual aids, to promote children's understanding and support their emotional well-being. The organisation of the well-resourced environments raises children's awareness about themselves and other people within the wider world. Staff also use different strategies to ensure children who speak English as an additional language are supported well. Staff promote an inclusive environment where children are valued as unique individuals. For example, staff value contributions made by older children during discussions held as part of the planning process. Staff promote children's behaviour well and help children learn about good health through discussions about food. Outdoor play on a daily basis provides all children with various opportunities to be physically active.

Outcomes for children are good

The management team and staff monitor the progress of individuals and groups of children. This helps to ensure that all children, including children with special educational needs or disability, and those in receipt of additional funding, make consistently good progress. Older children are actively encouraged to take part in numerous activities that promote their mathematical skills and literacy skills. This helps to prepare them well for starting school.

Setting details

Unique reference number	EY404215
Local authority	Knowsley
Inspection number	1017092
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	88
Number of children on roll	85
Name of provider	Nicola Carole Fearon
Date of previous inspection	15 April 2010
Telephone number	0151 493 0201

Noodles Nursery was registered in 2009. The nursery employs 12 members of childcare staff. Two staff hold appropriate early years qualifications at level 4, seven are qualified at level 3 and three are qualified at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 6.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for children with special educational needs or disability and children who speak English as an additional language.

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