

# Netherton Children's Centre Nursery

Magdalen Square, BOOTLE, Merseyside, L30 5QH



## Inspection date

7 June 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The management and staff team provide high-quality care and education. Their development plan identifies well-chosen actions to build on the current success of the nursery.
- Parents contribute strongly to the initial assessment of children and are regularly kept up to date with their child's progress. Staff use various methods to communicate effectively with parents, including email, text, newsletters, meetings and daily chats.
- Relationships between staff, parents and children are relaxed, positive and supportive. This helps children to feel emotionally secure, confident and settled. Staff are clear about what good behaviour looks like and share their expectations with children and their families.
- Staff use knowledge gained from their qualifications and regular training to improve teaching. Following training, a staff member, identified as an 'outdoor champion', is successfully leading the development of outdoor learning. Likewise, a 'communication and language champion' successfully leads the teaching in this area of learning.
- Staff closely monitor the progress children are making and with the manager, analyse the information to identify and quickly address any possible gaps in each child's learning.

### It is not yet outstanding because:

- Children who prefer to learn in different ways, such as outdoors, sometimes have fewer opportunities to develop skills in mathematics and technology.
- The views of some parents are less well reflected in evaluations of the service.

## What the setting needs to do to improve further

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

- extend opportunities for children who prefer to learn outdoors to develop their skills in mathematics and technology
- consult more parents on an even wider range of issues to help support the evaluation of the service.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at a range of documentation, including observation and assessment documentation, the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector talked with the staff and children at appropriate times throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Lynne Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that all staff regularly update their child protection training and are completely aware of safe working practices and procedures. Staff link closely with the children's centre to promote safety and welfare throughout the nursery and to support children and families. They share appropriate information with other professionals to identify and secure early support from other services, where required. Positive links with local schools and nurseries provide effective emotional support when children move on to other settings. The manager exchanges information and discusses topical issues with other providers and professionals at meetings and training events. This supports her in keeping an updated knowledge of statutory and government requirements. Regular supervision sessions and ways for staff to share ideas, including through monitoring and reviewing each other's practice are developing well. These help staff to continually build on their good performance.

### Quality of teaching, learning and assessment is good

Staff give high priority to supporting children's speech and language skills. They have a clear focus on the early identification of any child with a speech delay. Staff engage with children skilfully, modelling conversation and introducing new vocabulary. Staff have a secure understanding of the importance of teaching and learning through play. They base their planning securely on children's interests and what they need to learn next. Parents are actively encouraged to contribute to their child's learning journal record and many provide regular information about their child's learning at home. Records of children's learning give a detailed account of the good progress that they make at nursery.

### Personal development, behaviour and welfare are good

Staff are positive role models and promote clear rules and boundaries. They encourage children to use good manners and teach them to share and take turns in small groups. Children are good at listening to the staff and show good levels of concentration for their age. Children develop good physical skills and learn about the importance of following a healthy lifestyle. They enjoy activities, including growing carrots and buying fruit and vegetables from the local shops, which support their learning about healthy eating. Children regularly play in the increasingly well-equipped garden, benefitting from the fresh air and exercise. Children are beginning to gain an early appreciation of life in modern British society. They enjoy events that help to support their learning about different cultures, beliefs and values, including at Chinese New Year and while maypole dancing.

### Outcomes for children are good

The quality of teaching is good and children make good progress. Where children's starting points are below those of others of their age, assessment shows that with individual support, they are improving consistently and the gap is steadily closing. Staff provide a wide range of experiences that encourages children to be active, independent learners. Children confidently interact with each other and have positive attitudes to learning. They are developing the key skills required for the next stage in their development and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY459337
<b>Local authority</b>	Sefton
<b>Inspection number</b>	931657
<b>Type of provision</b>	Sessional 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>	0 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Sefton Metropolitan Borough Council
<b>Registered person unique reference number</b>	RP904032
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01512821405

Netherton Children's Centre Nursery was registered in 2013. It is situated in Netherton Children's Centre and is managed by the local authority. The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, four at level 3 and one at level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and from 12.30pm to 3.30pm. The nursery provides funded early education for two-year-old children.

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