

Kelton Nursery and After School



Kelton Nursery, Park Avenue, Mossley Hill, LIVERPOOL, L18 8BT

Inspection date

11 August 2016

Previous inspection date

9 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 team and staff have a clear vision for the nursery. They have addressed weaknesses raised at the previous inspection. Action plans highlight areas they would like to improve even further. Parents and children are regularly asked to share their views and contribute their ideas on the quality of service provided.
- The nursery is safe and secure. The management team has worked in partnership with parents and the committee to review security at the front door. They have taken appropriate steps to ensure the safety and well-being of children are not compromised.
- Good relationships with other agencies and professionals involved in children's learning and care are firmly established. This means that children's educational and care needs are effectively met and that children are continually supported in their ongoing development.
- Teaching, overall is good. Children thrive in this warm and welcoming setting, through the kind and caring nature shown by their key person. Children demonstrate that they feel emotionally safe and secure and display good levels of confidence and self-esteem.

It is not yet outstanding because:

- Staff are not as proactive as they could be with using opportunities to extend children's language and thinking skills.
- Although ongoing assessments made of children's progress are accurate, staff do not always collect detailed information from parents about their child's stage of development when they first attend the nursery.

What the setting needs to do to improve further

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

- focus teaching more precisely, in particular with older children, on stretching and enhancing their communication and thinking skills even further
- strengthen arrangements for gathering detailed information from parents about their child's development when they first begin placement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery manager, deputy manager, the local authority early years support worker and a member of the committee. She looked at relevant documentation, such as the nursery's policies and procedures, self-evaluation, children's records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff understand their roles and responsibilities to keep children safe. Recruitment and vetting procedures are robust. Systems for observation, assessment, planning and the monitoring of the quality of education programmes are vastly improved and working well across the nursery. This supports children to make continually good progress. The management team is dedicated and has high expectations for the nursery. They closely monitor staff performance and support them through effective supervision and targeted reviews. Staff attend a variety of training courses to extend their knowledge and improve their teaching skills. Parents speak highly of the nursery and are extremely happy with recent developments and the progress made by their children.

Quality of teaching, learning and assessment is good

Staff play with children down at their eye level and allow them time to explore. This supports children's interaction and motivates them to have a go and try new experiences. For example, outdoors, staff encourage children to find and hold a variety of different insects. Staff help children to extend their mathematical development. They count the legs and spots and talk to children about the difference in sizes and shapes. Children are supported to develop their literacy skills, for example, they use clipboards and pens to draw and write about what they have seen in the garden. Staff support babies to explore a variety of resources that stimulates their senses. For example, they enjoy looking at the lights and listening to the different sounds when playing in the exploratory den. Staff use targeted learning plans well and assessment is precise. This means children's individual needs are effectively met. Staff regularly share information with parents to keep them up to date with their child's progress.

Personal development, behaviour and welfare are good

Staff are very good role models. They remind children of expected behaviours and how to keep themselves safe. Children use the scissors safely and know to share and take turns. Staff ensure that children are prepared emotionally for making the move to the next room within the nursery and to school. They encourage and reinforce good hygiene practices and support children's understanding of the importance of a healthy lifestyle. Children enjoy home-cooked meals and snacks and are supported to develop their independence. Older children help themselves to water, serve themselves food and help staff to wash up. Babies are provided with lots of encouragement and support to feed themselves and use their water cups independently. Children learn an appreciation of caring for living things. They grow their own produce and help staff take care of the rabbits and guinea pigs.

Outcomes for children are good

Children work well together during play and activities, are inquisitive and regularly share their ideas with each other and the staff. All children, including those who have a special educational need or disability, make good progress from their starting points and are prepared for the next stage in their learning.

Setting details

Unique reference number	EY372052
Local authority	Liverpool
Inspection number	1042347
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 - 11
Total number of places	184
Number of children on roll	159
Name of registered person	Kelton Day Nursery Committee
Registered person unique reference number	RP524955
Date of previous inspection	9 March 2016
Telephone number	01517 245 802

Kelton Nursery and After School was registered in 2009. It is managed by a committee and is situated in the Mossley Hill area of Liverpool. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The after-school club operates from 3pm to 6pm during term time, and from 8am to 6pm during school holidays. The nursery provides funded education for children aged three and four years. The nursery employs 43 members of childcare staff, of whom 39 hold early years qualifications ranging from level 2 to early years professional status or early years teacher status.

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