

# Princes Road Nursery

Kuumba Imani Millennium Centre, 4 Princes Road, Liverpool, L8 1TH



<b>Inspection date</b>	28 September 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

- Leaders have an ambitious vision for the future of the nursery. They conduct regular and thorough evaluations of the quality of the service they offer.
- Leaders monitor children's progress effectively. They conduct regular reviews of each child's development and use this to ensure that interventions are sought quickly, if needed.
- Staff work very hard to develop close and secure relationships with children. Children readily seek staff out for comfort and play. This is particularly important for those children who are new to the setting as they settle in.
- Children are consistently encouraged to become independent. Older children particularly enjoy undertaking tasks and routines to support staff.
- Children can make independent choices from a range of high-quality resources. They choose where to play and staff respond effectively to children's self-chosen play. This helps to promote their engagement and motivation.

### It is not yet outstanding because:

- The leadership team's processes for supervising staff are not yet fully embedded. Their evaluations of the quality of teaching, therefore, are not incisive enough to enable staff to develop outstanding teaching skills.
- Staff do not yet ensure that parental engagement is consistently embedded in their practice to further engage parents in their children's learning.

## What the setting needs to do to improve further

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

- fully embed supervision processes that provide continuous and targeted support for staff's teaching skills
- continue to develop ways to engage parents in their children's learning that helps them make even more progress.

### Inspection activities

- The inspector had a tour of the areas of the premises used by the nursery.
- The inspector spoke to a group of parents during the inspection and took account of their views.
- The inspection sampled evidence of the suitability and qualifications of staff working in the nursery.
- The inspector held a meeting with the operational manager and provider. She looked at relevant documentation, including the nursery's focused improvement plans, policies and children's learning records.
- The inspector completed a joint observation with the operational manager.
- The inspector observed the quality of teaching during activities in both the indoor playrooms and the outdoor areas. She assessed the impact this has on children's learning.

### Inspector

Lauren Grocott

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders aspire to develop outstanding practice throughout the setting. They clearly communicate this vision and have, overall, developed sharply focused and targeted plans to improve the nursery. The arrangements for safeguarding are effective. Staff show a good understanding of how to identify, monitor and report any concerns regarding the welfare of a child. Leaders have implemented robust procedures to verify the suitability of staff and safeguard children. Staff work well in partnership with other professionals. For example, they invite teachers from local schools to attend the setting to get to know the children. They understand the importance of securing additional support for children who require it. Staff have high expectations for children and are positive role models. Leaders oversee the range of activities provided well. They ensure that children have opportunities to make progress in all areas of learning.

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

Staff are experienced and suitably qualified for their roles. They interact with children at their own level and are attuned to individual children's needs. Staff thoughtfully support babies who are reluctant to explore new textures. For example, they provide tools to enable them to make marks and explore. Older children successfully navigate the outdoor play area on ride-on toys. They explore the properties of different objects, such as whether they float and if they are heavy or light. Staff role model clear and simple vocabulary, extending what children can already say. Staff ensure they gather key words and phrases in children's home languages. This enables them to respond to what children choose to communicate with them. Staff observe children regularly and ensure that they plan activities using their interests. This enables them to engage children in enjoyable and suitably challenging activities.

### Personal development, behaviour and welfare are good

Children's behaviour is managed in a calm and consistent way. Children show a good understanding of the rules of the setting. They begin to develop social skills and a sense of self-confidence. Staff use praise very well to support children's self-esteem. Older children glow with pride when they are selected to give out plates and cutlery at lunchtime. Staff are aware of children's individual backgrounds and cultures. They enable children to learn more about the world around them and respect others. Children are kept safe. Staff use clear instructions to help them understand how to use equipment, such as ride-on toys, safely. Children are provided with healthy meals prepared by the nursery cook. They keenly follow hygiene routines, informing staff that they have cleaned their hands and are ready to eat.

### Outcomes for children are good

All children are making good progress from their individual starting points. They are keen to engage in activities and have positive attitudes towards challenges. Children are sociable and work together cooperatively. They are well prepared for their next stage of learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY481694
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	989818
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	The City of Liverpool College
<b>Registered person unique reference number</b>	RP518854
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 703 0953

Princes Road Nursery was registered in 2014. It operates from designated rooms within Kuumba Imani Millennium Centre. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 5pm from Monday to Thursday. Sessions on Fridays are from 8.30am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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