

# St Mary's Roseheath

St. Marks RC Primary School, Fir Avenue, LIVERPOOL, L26 0XR



## Inspection date

23 November 2016

Previous inspection date

1 November 2012

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

- Leaders conduct thorough and incisive evaluations of the quality of the provision. This results in detailed and demanding action plans to further improve the nursery.
- Staff work very well in partnership with parents to engage them in their children's learning. They use accessible and creative ways to help parents support children's development at home.
- Staff get to know children well. They have high expectations for what each child can achieve. Their use of praise helps to motivate children and involve them in meaningful play.
- Children feel safe at the nursery. They have excellent relationships with staff and are developing good social skills.
- All children are making good progress from their individual starting points. Children who require extra help receive it quickly.

### It is not yet outstanding because:

- Leaders' monitoring systems are not yet fully embedded, in order to evaluate the progress of different groups of children.
- Staff do not always make best use of opportunities to build on children's curiosity and thinking skills.

## What the setting needs to do to improve further

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

- sharpen the focus for monitoring the outcomes of different groups of children
- make better use of opportunities to promote children's curiosity and ability to think about and solve problems.

### Inspection activities

- The inspector had a tour of the areas of the premises used by the nursery.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.

### Inspector

Lauren Grocott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are alert to potential symptoms of abuse and understand their responsibility to prevent children from being drawn into situations that could cause them significant harm. Staff have developed highly effective partnership working with other local settings, including the host school. They regularly share information with other providers to support children as effectively as possible. This supports children's well-being and their development. The manager has implemented monitoring systems to oversee the progress of each individual child. She makes effective use of this information to ensure the continuous progress of all children attending the setting. The manager has a clear vision for the future of the setting. She actively seeks the views of others to form her action plans.

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

Staff are skilled in their interactions with children and are clearly passionate about their roles. Children thoroughly enjoy their time at the nursery and have positive attitudes towards learning. Staff use regular and precise assessment to identify children's current level of development, as well as what they are interested in and like to do. Staff successfully engage children in a range of meaningful and challenging activities. Children are very keen, for example, to join in with a musical activity. Staff model actions and words, successfully promoting children's listening and attention skills. In the outdoor area, children fit together pieces of a large puzzle, successfully identifying numbers which are relevant to them. Children become deeply involved in their pretend games. For example, they use a small diary and pencil to fill in a pretend register and tell their friends they are 'not in nursery today'.

### Personal development, behaviour and welfare are good

Children listen well to adults. All staff use positive behaviour management strategies. The children know how they should behave and what is expected of them. The key-person system is effectively embedded in practice. Children arrive happily at the nursery and settle quickly. Children seek adults out to join in their games, read them stories or for help, if required. The learning environment is meticulously planned and thoughtfully arranged. Children have access to an excellent range of purposeful tools and resources that staff use to extend their play. Staff consistently encourage children to become independent. Children use the bathroom without support, serve their own meals and set up activities or toys. Children learn about the world around them. Staff plan purposeful outings to help children learn more about their local community. Children are beginning to develop respect for others and an understanding of diversity.

### Outcomes for children are good

Children are very confident. For example, they ask visitors lots of questions about what they are doing in the nursery and their home lives. Children have good communication skills. They are consistently motivated to join in and interact with other children and adults. Children are well prepared for their next stage of learning and the move on to school.

## Setting details

<b>Unique reference number</b>	EY434873
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	1059951
<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 - 9
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	St Mary's Roseheath Committee
<b>Registered person unique reference number</b>	RP910404
<b>Date of previous inspection</b>	1 November 2012
<b>Telephone number</b>	01514861319

St Mary's Roseheath nursery was registered in 2012 and operates from the grounds of St Marks Catholic Primary School. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level two and above, including the manager who holds early years professional status. The nursery opens from Monday to Friday for 50 weeks per year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. They also offer an out-of-school provision and wrap-around care.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

