

Much Woolton Old School Nursery

School Lane, Woolton, Liverpool, L25 7TX



Inspection date	28 November 2016
Previous inspection date	14 November 2013

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

- The quality of teaching is good. Staff know children well and understand how they learn. Children make good progress in all aspects of their learning.
- The setting has exceptionally strong partnerships with external agencies. Staff give priority to joint working and the sharing of detailed information. This helps to secure a high level of support for children who have special educational needs or disabilities.
- Partnerships with parents are highly effective. Staff work seamlessly with parents to build firm links from home to the nursery. Staff ensure parents are extremely well informed about their children's progress and are fully involved in their child's learning.
- Children are very happy and settled. Staff are caring and dedicated. A highly effective key-person system takes account of children's preferences, helping to ensure that their emotional well-being is effectively nurtured.
- The manager and staff demonstrate a very strong commitment to raising the existing good standards of care and learning for children. They seek the views of children, parents and other professionals regularly to make continuous improvements.

It is not yet outstanding because:

- Occasionally, the organisation of group time sessions and planned activities are too structured and do not always enable children to make informed choices to further extend their learning.
- The programme of professional development is not yet sharply focused and targeted to provide opportunities for staff to improve their practice and knowledge to an even higher level.

What the setting needs to do to improve further

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

- help children to make more informed choices and decisions in order to further extend their learning
- provide more opportunities for staff to improve their practice and knowledge in order to take teaching to the highest level.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager. She checked evidence of the suitability and qualifications of staff working with children, policies, procedures and the nursery's self-evaluation.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good knowledge of the safeguarding procedures to follow if they have concerns regarding children's welfare. The nursery is safe and secure. Staff are vigilant at all times and are fully aware that the safety of children is paramount. Thorough recruitment procedures help ensure that staff are suitable to work with children. The manager implements effective processes to monitor children's learning and progress, in order to ensure they make consistently good progress. The manager carries out key-person meetings and regular supervision sessions with staff. Effective ongoing support is available for staff to access training and development. This support meets both their individual needs and the needs of children.

Quality of teaching, learning and assessment is good

Staff are well qualified and are very enthusiastic in how they interact with children. Staff carry out detailed observations and assessments of children's learning. They use this information effectively to plan a variety of activities based on children's interests and next steps in learning. For example, staff explore children's knowledge of past events and ask them to describe the weather on their way to nursery. As children describe the weather, staff introduce ice for children to touch and explore. Children use different words to describe the feeling of the ice, which helps to promote their growing vocabulary. Staff develop children's thinking skills and use effective questions that challenge children even further. For example, staff ask children, 'Why do you think it is melting?'

Personal development, behaviour and welfare are good

Children are sensitively supported when they settle into the nursery. They have a strong bond with their key person and their self-confidence and sense of well-being are high. Staff are well deployed and are good role models to children. Children behave very well in the nursery. They learn to do things for themselves and develop independence in self-care. Children confidently use the bathroom and know that they must wash their hands to help maintain good hygiene practices. Staff teach children about differences in society, cultures, traditions and beliefs. For example, children learn about a range of festivals and celebrations as they enjoy taking part in creative work. Staff help children to understand about foods that are good for them. Children relish being outdoors in all weathers. They develop their physical skills well as they work hard to brush all of the leaves into a large pile.

Outcomes for children are good

All children, including those who benefit from additional funding, thoroughly enjoy their time in the nursery. They make good progress from their starting points. Children who speak English as an additional language are well supported in their learning. They are developing in confidence as they follow simple instructions. Staff teach children about shape, size and numbers and build on their growing mathematical understanding. Overall, children are successfully acquiring the key skills they need to move on to the next stage of their learning or school.

Setting details

Unique reference number	EY296283
Local authority	Liverpool
Inspection number	1064662
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	45
Name of registered person	Dorothy Leah Rood
Registered person unique reference number	RP908780
Date of previous inspection	14 November 2013
Telephone number	0151 428 1101

Much Woolton Old School Nursery was registered in 2004. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 3 to level 6. The manager holds early years professional status. The nursery opens Monday to Friday, from 8am until 5.30pm, for 50 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

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