

Portico Lodge

Portico Lane, Eccelston Park, St Helens, Merseyside, L35 7JS



Inspection date

1 February 2017

Previous inspection date

5 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 management team of the nursery is strong and leaders who are new to their roles are very committed. They strive for excellence and ensure the standard of care and teaching are good. The leadership and management team sets a clear direction for the nursery's future development. They are supported by well qualified and enthusiastic staff.
- Children of all abilities make good progress from their individual starting points. Staff plan activities that motivate and engage children, igniting their passion for learning. Staff accurately assess children's achievements and use this information effectively to develop and challenge children further.
- Parents are fully involved in their children's learning. For example, staff share information regarding children's progress and the next steps in their learning. They provide parents with countless opportunities and ideas to help them further support children's learning at home.
- Staff work extremely well with other professionals to help support children's individual needs. For example, they share information regularly to provide continuity in children's learning and care needs. Children benefit from this shared approach and this helps to improve outcomes for children.

It is not yet outstanding because:

- Staff provide good narratives during children's play and ask skilful questions. However, on occasions, they do not always give children sufficient time to respond and consolidate their thinking and ideas.

What the setting needs to do to improve further

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

- support staff to give children more time to think and respond to the questions they are asked.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the acting nursery manager.
- The inspector held a meeting with the provider, area manager and acting nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and also took account of their written views.
- The inspector had a tour of the setting.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are extremely clear about child protection procedures and understand the steps to follow should they have a concern about a child's welfare. Children's safety is given high priority. Staff are deployed effectively and have all undergone first-aid training. Meticulous accident and medication documentation is maintained in addition to frequent risk assessments. Managers meet regularly with staff, arrange training and observe teaching and practice as part of performance management systems. This helps staff to develop their knowledge and skills and contributes positively to children's learning and developmental progression. Managers monitor children's progress extremely well. They work in partnership with dedicated staff to assess children's development and identify any gaps, which they quickly address.

Quality of teaching, learning and assessment is good

Children thrive in this exciting and stimulating environment. Staff continuously help children to build their knowledge and skills. They offer children opportunities to repeat activities and practise their skills, helping to consolidate their learning. Babies and younger children delight in sensory activities. They explore different textures as they play with sand and build with bricks and shaving foam. Older children develop their understanding of mathematical concepts as they fill various sized containers. They count how many scoops are needed to fill their barrels and pots. Children practise making marks with a variety of tools, including paint. Overall, staff support children's developing language skills. They introduce new words, use repetition and help children to build sentences. Staff support children who have special educational needs or disability with the effective use of visual timetables and short, focused activities.

Personal development, behaviour and welfare are good

Staff are warm and caring in their approach, showing children that they are valued. Children's emotional security is given high priority. Staff effectively promote children's sense of belonging and self-esteem and encourage them to express their feelings. They set a good example and give clear guidance about their expectations for behaviour and manners. Consequently, children are developing an understanding of right and wrong and behave well. Staff promote children's independence in relation to their ages and capabilities. Children relish the responsibilities they are given as they help to sweep up the sand and give out the plates for snack. Children are physically active and begin to manage risks. For example, they help staff to check that the outdoor area is safe for them to use.

Outcomes for children are good

Children develop a good range of skills to prepare them well for the next stage in their learning. Older children learn to recognise their name as they find their name cards at the start of each day. They play cooperatively alongside each other and are developing good social skills as they learn to share, take turns and listen to others. Children select books and talk about their favourite characters in stories. They use a range of tools and media to create masterpieces which is proudly displayed in this nurturing environment.

Setting details

Unique reference number	EY222717
Local authority	St. Helens
Inspection number	1064300
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 - 4
Total number of places	30
Number of children on roll	50
Name of registered person	Portico Day Nurseries Ltd
Registered person unique reference number	RP900806
Date of previous inspection	5 November 2013
Telephone number	0151 430 8005

Portico Lodge was registered in 2002. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disability.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

