

High Hopes at Longview

Longview Primary School, Astley Road, Liverpool, Merseyside, L36 8DB



Inspection date	24 February 2017
Previous inspection date	14 August 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children develop excellent relationships with staff and each other. Staff are extremely caring. They are highly sensitive and considerate of children's and families' needs, and meet these very successfully. Children develop exceptionally good emotional well-being.
- Staff give high priority to establishing partnerships with parents, including those who are harder to engage. Parents say the support they receive is exceptional and has a positive impact on children's learning and well-being.
- Staff support children in learning through their play very effectively. For example, they provide high-quality, stimulating resources and activities that capture their enthusiasm.
- The management team has effective procedures and policies in place to meet their professional responsibilities. Processes for monitoring the professional development of staff and the progress of different groups of children are thorough. The data collected informs the management's action plans to drive improvement.
- Children's behaviour is good. The staff are kind and attentive. They act as good role models. They encourage positive behaviour and use praise effectively to support children's confidence and self-esteem.

It is not yet outstanding because:

- Recent efforts to build partnerships with the other settings children attend are not yet fully implemented. This means that the impact that a coordinated approach has on children's learning and progress cannot yet be evaluated.
- Staff do not support children well enough with developing their physical skills when they are learning how to use cutlery. For example, staff do not show them how to use a knife to cut up larger pieces of food at lunchtime.

What the setting needs to do to improve further

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

- embed the new initiatives to share information with the providers of other settings children attend and evaluate the impact this has on enhancing children's learning and progress
- help children to acquire further physical and self-care skills by modelling how to use appropriate cutlery for the meal provided.

Inspection activities

- The inspector had a tour of the premises, 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 nursery deputy manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Thorough procedures are in place to ensure children's safety and well-being are prioritised. For example, the management team monitors all accidents regularly and reviews risk assessments to determine if any action is required. Staff have a very good understanding of child protection. They recognise the signs that may suggest children are at risk of harm and know how to report their concerns. They attend training to deepen their knowledge of a range of safeguarding issues. Supervision sessions are used to monitor staff's teaching skills and to identify any further training needs. For example, key staff have trained to deliver nationally recognised intervention programmes to promote children's speaking and listening skills. The experienced and qualified staff team is more confident in supporting children's communication, as a result.

Quality of teaching, learning and assessment is good

All children make consistently good progress. This is particularly evident for children who have special educational needs or disabilities. Staff work effectively with health professionals to identify and provide targeted teaching strategies for individual children. Staff observe children's development and share their assessments with parents. The balance of child-led and adult-led activities provided allows children plenty of time to develop their own ways of playing. Children of all ages enjoy exploring, using all of their senses. Babies discover what ice feels like, explore musical instruments and mirrors and dig in sand. Toddlers pop bubbles, make marks in shaving foam and dig in soil. Pre-school children paint their hands, make mud pies and move water from one container to another. Staff know when to step back and when to join in in order to extend children's learning.

Personal development, behaviour and welfare are outstanding

Strong key-person relationships are in place. Staff know each child and their family circumstances extremely well. A deep commitment to working closely with parents and other agencies underpins everything that staff do to support children's well-being. Staff ensure that those children who prefer to learn outside, have ample opportunities to do so throughout the day. Children thoroughly enjoy playing in the very well-resourced outdoor areas. They climb, crawl and balance on a range of equipment and become fully absorbed in imaginary play. Staff support children's growing ability to cooperate and understand simple rules as they lead group games, such as 'What's the time Mr Wolf?' Children learn about their local community and each other's culture, helping to promote their understanding of similarities and differences between people. Staff teach children about healthy food choices and support good oral hygiene practices.

Outcomes for children are good

Children are very well prepared for their eventual move to school. They develop confidence and enthusiasm for learning and show curiosity and inquisitiveness as they play. Great efforts by staff ensure that all children can communicate their wants and needs and develop listening skills. Children develop age-appropriate independence and enjoy the responsibility of completing simple tasks.

Setting details

Unique reference number	EY335090
Local authority	Knowsley
Inspection number	1064877
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 - 9
Total number of places	57
Number of children on roll	129
Name of registered person	Beechwood Educare Centre
Registered person unique reference number	RP518492
Date of previous inspection	14 August 2013
Telephone number	0151 477 8626

High Hopes at Longview was registered in 2006. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or higher, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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 2017

