

<b>Inspection date</b>	22 May 2017
Previous inspection date	18 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Procedures to ensure that staff are deployed effectively throughout the setting are not robust enough. During the inspection, there was not always a member of staff qualified to level 3 or above working directly with children aged under two years. However, there was a level 3 member of staff on the premises.
- Leaders do not consistently monitor risk assessment procedures. Staff do not always effectively minimise potential hazards, such as unsecured internal gates, within the setting.
- Staff are not provided with effective support to address weaker areas of practice, such as the inconsistent quality of observation and the variable quality of teaching.

### It has the following strengths

- Staff have good relationships with children and get to know them well. Children settle quickly by building a relationship with their key person.
- Staff provide a range of developmentally appropriate activities which relates to children's existing interests.
- Staff promote hygiene routines consistently and help children understand how to stay healthy and look after their bodies.
- Staff use appropriate behaviour management techniques and help children to understand the rules of the nursery and what is expected of them.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that a level 3 member of staff is working with children under the age of two years</li> </ul>	23/05/2017
<ul style="list-style-type: none"> <li>■ ensure that all reasonable steps are taken to manage and minimise potential risks in the indoor environment</li> </ul>	24/05/2017
<ul style="list-style-type: none"> <li>■ ensure that effective supervision and monitoring arrangements accurately identify and quickly address weaker areas of practice and teaching.</li> </ul>	17/07/2017

### Inspection activities

- This inspection was carried out as a result of the risk assessment process following concerns raised.
- The inspector met with the deputy manager to discuss matters relating to leadership and management. She sampled relevant documentation, including evidence of staff suitability, supervision and their qualifications.
- The inspector had a tour of the premises and observed activities in the indoor and outdoor areas. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She reviewed records held by the setting relating to children.
- The inspector spoke with parents and reviewed their written feedback.

### Inspector

Lauren Grocott

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Ratio requirements are met throughout the setting and most staff hold valid paediatric first-aid qualifications. They provide appropriate supervision for children. Risk assessments are in place at the setting. However, the procedures are not monitored well enough to ensure that potential hazards, such as unsecured internal gates, are addressed promptly. The procedures to monitor the quality of teaching and practice are not robust and effective. Therefore, the quality of teaching is variable and staff do not always benefit from targeted professional development opportunities to enhance their existing skills. Leaders have basic procedures in place to review the quality of the provision and have identified some relevant targets for improvement.

### **Quality of teaching, learning and assessment requires improvement**

Staff complete observations of children's learning, some of which are of variable quality, to identify what children can already do and what they need to learn next. Staff share information from observations with parents. Children's current attainment is generally accurately recorded. Their progress is overseen by the leaders of the setting. Children who are not progressing as they should are identified and provided with support. Teaching is variable in quality. Some staff make good use of questioning and role modelling to support children's learning. Older children enjoy conducting science experiments, observing a change in colour of the materials provided. Younger children develop creativity and explore early mark making with a variety of tools. Babies explore textured and sensory resources as they learn more about the world around them.

### **Personal development, behaviour and welfare require improvement**

Children feel safe and secure at the setting. Although staff do not always take effective action to minimise potential hazards, they do provide messages to children to build on their understanding of how to look after their bodies. Accidents are managed appropriately. The learning environment is well organised and resourced. Children are encouraged to do things for themselves. For example, older children help to tidy up after activities and serve their own meals. Children are respected as individuals as staff follow children's own routines and preferences. They gather information from parents to ensure this is up to date and parents feel included in children's day-to-day life at the setting.

### **Outcomes for children require improvement**

Children are making typical progress from their individual starting points. Children demonstrate some of the key skills that prepare them for their future learning. For example, they can listen and follow instructions, take turns and play alongside their peers. Children have appropriate social skills and levels of self-esteem.

## Setting details

<b>Unique reference number</b>	EY310418
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1098530
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Kerri Marie Titherington
<b>Registered person unique reference number</b>	RP512245
<b>Date of previous inspection</b>	18 June 2014
<b>Telephone number</b>	0151 228 0507

Staplands Nursery registered in 2005. The nursery employs nine members of childcare staff, including the manager. Of these, most hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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