

Auckland House Nursery

Auckland College Independent School, 65-67 Parkfield Road, Aigburth, LIVERPOOL,
L17 4LE



Inspection date

22 June 2017

Previous inspection date

1 December 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:

- Staff do not fully protect the good health of babies and toddlers. Good hygiene procedures are not always followed and babies' basic care needs are not addressed swiftly to avoid the risk of cross-infection.
- Teaching is variable across the setting. Some interactions with children are too adult focused. Some staff do not skilfully question children enough to ensure they are fully able to follow their own interests and challenge them to build on their existing skills.
- The manager does not yet provide staff with effective coaching to help them improve their personal effectiveness.
- Staff do not organise some routine times of the day effectively enough to meet the individual needs of children.
- Information about children's learning is not always successfully shared between staff as they move between rooms and when care is shared with other providers.

It has the following strengths

- Partnerships with parents are well established. There are effective systems in place to ensure parents are kept regularly informed about their child's learning and progress.
- Staff observe children and make regular assessments of their progress. These help staff to plan some meaningful experiences that aid their future learning.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ take steps to minimise the risk of cross-infection to children, in particular those aged under two years and ensure staff are aware of their responsibilities to protect the good health of children at all times 	15/07/2017
<ul style="list-style-type: none"> ■ improve the quality of teaching across the setting, so staff engage in more meaningful and purposeful interactions with children that support their developing communication and social skills. 	15/07/2017

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

- strengthen supervision arrangements so that staff are more closely monitored and supported to improve their personal effectiveness and raise the quality of teaching
- ensure routines of the day are carried out in a way that supports children to extend their independence and social skills even further
- strengthen systems for sharing and using information about children's learning as they move between rooms in the nursery and when care is shared with other providers.

Inspection activities

- This inspection was carried out as a result of a risk assessment process, following information received by Ofsted.
- The inspector observed the quality of interactions during activities indoors and outside and assessed the impact this has on children's learning and enjoyment.
- The inspector held a meeting with the manager and the director of operations. She looked at relevant documentation, such as evidence of suitability of staff working in the setting.
- The inspector completed two joint observations with the manager.
- The inspector spoke to the staff, children and parents during the inspection and took account of their views.

Inspector
Donna Birch

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The setting is safe and secure. Required information and records are in place. Staff are suitably qualified, deployed well and ratios maintained. Staff understand what they need to do should they have concerns about a child's welfare. The manager does not provide staff with regular coaching and supervision to help them improve their personal effectiveness and raise the quality of teaching. However, staff do go to her to discuss sensitive issues and they have attended some useful training to further their knowledge. For example, implementing different strategies for effective behaviour management. Parents speak highly of the setting and state staff are warm and friendly and that they enjoy looking at and contributing to their child's online learning log.

Quality of teaching, learning and assessment requires improvement

Teaching is too concerned with staff supervising children and there is too much focus on adult-led activities. This means, at times, children do not have enough opportunities to organise their own play, explore freely and follow their own thinking and interests. Some staff miss opportunities when interacting to extend particular areas of children's learning. For example, their communication, language and social skills. Some staff use closed questions or ask children questions that are not age appropriate for them to understand and answer. Additionally, they do not give children enough opportunity to be able to think and answer. This means children quickly lose interest. However, staff working with the youngest babies do provide a good narrative as they play and interact, meaning they enjoy babbling and making sounds.

Personal development, behaviour and welfare require improvement

Staff do not take all necessary steps to prevent the spread of infection. Staff do not follow procedures for ensuring children's own bedding is used for sleep and supplied bedding is stained. Staff do not swiftly clean children's runny noses, in particular as they eat. Additionally, staff do not clean babies' cups when they have been shared with their peers. Some routine times of the day are not organised effectively to extend children's independence and social skills. For example, children are left to sit for extended periods of time. Additionally, children who do not require a sleep are kept in the room and asked to not make noise as they play. Overall, settle-in sessions are used well by staff to gather some relevant information to help them get to know children. However, some staff do not always consider information about children's learning as they move between rooms in the nursery and when care is shared with other providers.

Outcomes for children require improvement

Children are happy, settled and behave well. Overall, children are working within expected levels of development for their age, including children who have special educational needs and/or disabilities and those who speak English as an additional language. Children are slowly acquiring the skills needed for school.

Setting details

Unique reference number	EY408483
Local authority	Liverpool
Inspection number	1100806
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	72
Number of children on roll	117
Name of registered person	Auckland College Ltd
Registered person unique reference number	RP529684
Date of previous inspection	1 December 2014
Telephone number	0151 727 0083

Auckland House Nursery registered again in 2010. The nursery employs 22 members of childcare staff. Of these, 21 hold an appropriate early years qualification at level 2 to 6. The manager holds early years professional status. The nursery opens Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. 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.

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