

Vauxhall Children's Centre Nursery

Tichfield Street, Liverpool, Merseyside, L5 8UT



Inspection date	31 August 2017
Previous inspection date	30 March 2015

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

- Staff are well qualified. They consistently support all children's language skills very well. For example, staff use skilful teaching methods to encourage children to express what they are thinking and to share their thoughts and ideas with others.
- Staff teach mathematics well. For example, they encourage children to recognise numbers, compare size and count objects in their everyday play experiences.
- Children arrive happily at the nursery. They form strong bonds with staff and their peers. Children who visit for a taster session are welcomed warmly by staff and thoroughly enjoy joining in play with other children.
- Managers and staff form positive partnerships with parents and other agencies. They work closely together to meet children's individual needs. Parents state that they are very happy with the care provided. They describe how their children settle quickly and state that they have seen a big difference in their child's development since starting.
- Managers monitor the progress made by individual and groups of children. They provide regular supervision sessions for staff. This helps staff to identify where children may require extra support. All children make good progress.

It is not yet outstanding because:

- Occasionally, children are not supported to continue with their good learning when they become engrossed in activities of their choosing. Children's play is sometimes interrupted by other directions given by staff.
- The programme for the professional development of staff is not sharply focused on raising the quality of their practice to the highest levels.

What the setting needs to do to improve further

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

- ensure that children have plenty of time and opportunities to lead their own play, to support their learning even more effectively
- focus the professional development of staff more sharply to raise the quality of their practice to even higher levels.

Inspection activities

- The inspector took a tour of the nursery with one of the managers, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery managers. She discussed self-evaluation processes and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector completed a joint observation with one of the managers.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff work well together to promote good-quality childcare. Managers involve staff, parents and children in evaluating the effectiveness of the nursery and make changes when asked. For example, staff now incorporate more photographs in the observations they make of children at play and share these with parents. Safeguarding is effective. A secure entry system ensures that children are kept safe in the nursery. Staff are aware of their responsibilities to protect children from abuse and neglect. They understand the procedures to follow should they be concerned about a child's welfare.

Quality of teaching, learning and assessment is good

Staff make regular assessments of children's learning. They use this information well to plan activities that target what children need to learn next. Managers and staff support children who have special educational needs and/or disabilities well. They work with parents and other professionals to develop a targeted support plan to promote children's individual needs. Staff share information with parents about children's care and learning, and receive information from them about their child's interests at home. For example, staff plan story sessions using books children bring in from home. They use these opportunities to build on children's mathematical and language skills. Children delight in recalling the story and join in with enthusiasm. They count the different fruits a caterpillar eats and talk about how big it becomes. Staff plan and provide the same fresh fruit at snack time and children try out new tastes. Overall, all children are keen to learn.

Personal development, behaviour and welfare are good

Children behave well and use good manners. Staff are good role models and encourage children to share and take turns in play. All children develop their physical skills within the nursery and outside. For example, babies enjoy playing on slides. Staff encourage babies to chase bubbles and count how many are floating in the air. This helps to promote their early counting skills. Older children pedal trikes around obstacles and negotiate the outdoor space with skill. Staff encourage older children to dig in compost and they delight in finding a real caterpillar under a log. This helps children to learn about the natural world. Children enjoy eating healthy, nutritious lunches that staff provide, such as spaghetti bolognese. Staff are vigilant in helping to keep children safe when planning meals for those who have food allergies or intolerances. Children follow good hygiene practices and develop self-care skills. For instance, they wash their hands independently before eating, after toileting and after outdoor play.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. They are confident and independent learners. For example, older children help to set the table for lunch and babies use spoons successfully to eat their food. Older children recognise their names written on labels. Babies practise early writing and make marks using chalk outside. Children gain the skills required for future learning and for school.

Setting details

Unique reference number	EY360714
Local authority	Liverpool
Inspection number	1093157
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 - 3
Total number of places	62
Number of children on roll	46
Name of registered person	Vauxhall Children's Centre Committee
Registered person unique reference number	RP909082
Date of previous inspection	30 March 2015
Telephone number	0151 298 2925

Vauxhall Children's Centre Nursery registered in 2007. The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications, including three staff who have a degree in early years. 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- and three-year-old children.

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