

Scope, Liverpool Early Years & the Gap at Walton Children's Centre

Scope, 99 Cavendish Drive, Liverpool, Merseyside, L9 1NB



Inspection date

27 November 2017

Previous inspection date

23 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children who have special educational needs and/or disabilities are supported particularly well. Staff are very kind, patient and caring. They closely observe children as they play and learn, meeting their specific individual needs effectively.
- Staff work very closely with parents, agencies and professionals to provide tailored support for those children who require extra help.
- Information from training is used well to help promote good outcomes for children. For example, staff in the 'blue room' effectively use new assessment tools. They plan activities for children that offer realistic challenges. All children make good progress.
- Children in the pre-school room are supported with their independence very well. Staff create a very enabling environment. For instance, funding is used to purchase specialised equipment that enables all children to join in with activities of their choosing.

It is not yet outstanding because:

- Occasionally, some group experiences, particularly in the pre-school room and new two-year-old room, are not organised highly effectively to maximise learning for every child.
- The manager has not established a highly successful system to monitor and review the progress of individual and different groups of children.

What the setting needs to do to improve further

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

- review the organisation of group activities so that all children can make the most of the good learning opportunities offered
- focus more precisely on comparing the progress made by individual and different groups of children to increase the potential for them to achieve at the highest possible level.

Inspection activities

- The inspector took a tour of the nursery with the manager, 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 manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The new manager shows a strong determination, commitment and drive to take the quality of the nursery to higher levels. She takes account of the views of parents, children and staff in the self-evaluation process. The manager completes regular supervisory sessions of staff to monitor their practice. All staff state that they feel well supported. The manager has a good understanding of her role and responsibilities. Staff are deployed well and supervise children effectively. Ratios are maintained at all times, with flexible staff employed to step in if required. This helps to ensure that children are kept safe while in the nursery. The manager acts on all complaints appropriately. Safeguarding is effective. Staff fully understand the procedures to follow should they have concerns about a child's welfare. The manager and staff know the procedures for managing any allegations against members of staff in the nursery.

Quality of teaching, learning and assessment is good

Well-qualified staff access regular training, such as supporting children to develop their communication and language. Staff use knowledge and skills gained. All staff consistently use skilful questioning methods that help support children's good thinking and speaking skills. Staff in all rooms are skilled in weaving mathematical concepts, such as counting and size, into day-to-day activities. This helps to support children in their learning of mathematics. Parents are highly complementary about the care and learning their children receive. They state that they feel very well informed about their child's progress. Staff share strategies with parents to help children continue learning at home.

Personal development, behaviour and welfare are good

The nursery environment is very calm, positive and nurturing. Children form very strong bonds with staff and show that they are emotionally secure. New children settle very quickly. Staff are good role models and have high expectations of what each child can do and achieve. Children behave very well and use good manners. The manager and staff evaluate and assess risks well in order to help keep children safe. This includes the outdoor area. Equipment is checked and modified where risk is identified to ensure the continued safety of children. Staff keep a record of accidents and report these to parents. Children learn to manage their own risks. For instance, they help to tidy away resources.

Outcomes for children are good

Children arrive in good spirits and are confident individuals. Older children are keen to show off their good running skills. They demonstrate lots of stamina as they run up and down in the garden. Younger children use bats and practise hitting balls, developing good hand-to-eye coordination skills. Children use their good imaginations. For instance, they thoroughly enjoy washing dolls in soapy water and blowing bubbles in the air, pretending it is snowing. Children develop good self-care skills. For example, they learn to use the toilet and wash their hands independently. All children, including those who have special educational needs and/or disabilities and those who are funded, make good progress. They are keen learners who are well prepared for future learning and the move to school.

Setting details

Unique reference number	322365
Local authority	Liverpool
Inspection number	1118230
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	160
Number of children on roll	154
Name of registered person	Scope
Registered person unique reference number	RP518510
Date of previous inspection	23 January 2014
Telephone number	0151 233 6620

Scope, Liverpool Early Years & the Gap at Walton Children's Centre registered in 1995. The nursery employs 29 members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 to level 7. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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