

# Staplands Nursery

176 Thomas Lane, Liverpool, Merseyside, L14 5NZ



## Inspection date

5 March 2018

Previous inspection date

22 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the manager and staff have worked hard to successfully address the actions that were raised. Staff share the manager's vision for the nursery. They reflect regularly on the quality of service they provide and consider the views of parents when planning changes to the nursery.
- Staff assess children's progress accurately and use this information to plan a range of exciting activities that is well matched to children's current stage of development.
- Children's safety is of the utmost importance to staff. Staff complete regular checks of the environment to ensure it remains a safe place for children. Older children are taught to manage their own risks very effectively. All children are reminded to be mindful of their own and each other's safety.
- Children enjoy their time at the nursery. They form warm, close relationships with the friendly and caring staff team. The role of the key person is effective. Children are supported to settle quickly and are confident to make independent choices from an early age.
- Children delight in the daily opportunities to play in the well-resourced garden area.

### It is not yet outstanding because:

- At times, staff do not make full use of opportunities to extend older children's mathematical understanding, such as number, size and measurement, as they arise.
- Occasionally, the organisation and teaching during group times does not fully engage children at the highest level and they find it difficult to maintain their concentration.

## What the setting needs to do to improve further

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

- make the most of opportunities to enhance older children's mathematical knowledge and skills even further as they arise
- reflect on and review the organisation and teaching of group activities to help to inspire and engross children at the highest level.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with a number of parents and also considered their views in written form during the inspection.

### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has improved and strengthened the systems used to monitor the effectiveness of staff practice. She observes staff as they work with children. The manager meets with staff regularly to discuss children's progress and other aspects of their role. This helps the manager to carefully target future training needs that help to ensure that all staff develop their skills and remain up to date. For example, recent training on planning and assessment has led to a review of assessment procedures and improvements being made in this area. The arrangements for safeguarding are effective. Staff can identify issues that may mean children are at risk of harm. They know what action to take should they have any concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff enthusiastically join children's play and understand what children need to learn next. They support children's developing communication, social and physical skills well. Staff talk to children as they play and introduce new words to help extend their growing vocabulary. For example, as children make dough, staff introduce the words 'solid' and 'liquid' to describe how the texture of the mixture changes as the dough is formed. Staff provide good opportunities for babies to explore and investigate. For example, they use their senses to investigate textures, sounds, and the effects of coloured lights. Staff inform parents of their child's progress and work closely with outside agencies, when required, to ensure the needs of all children are met and that they make good progress.

### Personal development, behaviour and welfare are good

Staff offer close supervision and support to help children to develop independence from a young age. For example, children as young as two years of age confidently serve their own lunch and pour their own drinks. Staff manage children's behaviour consistently well. They gently explain to children why some behaviours are not appropriate and patiently support and encourage them to share and take turns. Children are taught about the benefits of a healthy lifestyle. They follow good hygiene routines before enjoying the wide variety of healthy and nutritious meals and snacks provided. Staff teach children about the effects of exercise on their bodies. For example, children describe how their heart beats faster after running in the garden. Staff provide a range of activities that helps children to develop their understanding of similarities and differences between themselves and other members of the community.

### Outcomes for children are good

Children develop good skills that prepare them for their next stage in learning, including going to school. Transitions within the nursery from one age group to the next are seamless because children of all ages spend time together each day and they know their key persons well. Older children are taught how to hold a pencil and form the letters of their name, while younger children use paintbrushes and paint to make marks. Children of all ages are confident, enthusiastic learners who are not afraid to try new experiences.

## Setting details

<b>Unique reference number</b>	EY310418
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1100546
<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>	33
<b>Name of registered person</b>	Kerri Marie Titherington
<b>Registered person unique reference number</b>	RP512245
<b>Date of previous inspection</b>	22 May 2017
<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, five hold appropriate early years qualifications at level 3 or above, including one at level 5. 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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