

# Auckland House Nursery

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



<b>Inspection date</b>	13 June 2018
Previous inspection date	22 June 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The new manager is a strong and experienced leader. Since joining the nursery she has significantly raised the quality. She has addressed the actions and recommendations raised at the last inspection and has driven forward many other areas of improvement. Self-evaluation is accurate and takes into account the views of parents.
- Children build up extremely secure bonds with their key person. This gives children the confidence and security to flourish. Staff work in close partnership with parents to find out detailed and precise information about children's care routines. This helps staff to support children's physical and emotional well-being exceptionally well.
- Staff take children on an excellent range of outings each week. They visit the local community and travel further afield to places of interest, such as museums, parks and farms. This supports children's understanding of the world around them and helps to build on their already excellent understanding of the diverse society in which they live.
- Staff's planning for children is based on a secure knowledge of their current interests and what they need to learn next. Parents contribute to ongoing assessments and staff support parents to help to extend children's learning at home. This partnership working contributes to the consistently good progress that children make.

### It is not yet outstanding because:

- The manager's newly implemented systems to help staff to develop their teaching skills to an outstanding level are not fully embedded.

## What the setting needs to do to improve further

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

- embed the new monitoring systems to offer staff even higher levels of support and help to raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities and child-initiated play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the nursery manager.
- The inspector held discussions with the manager throughout the inspection. She held a meeting with the director of operations, the nursery manager and deputy manager.
- The inspector viewed a range of documents and checked evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection, viewed written feedback provided prior to the inspection and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs of abuse and local reporting procedures. The manager implements many systems that help to keep children safe. For example, together with staff, she closely monitors children's accidents and reflects to see if they can prevent further occurrences. This includes re-visiting their already comprehensive risk assessments. Staff ratios are maintained at all times and staff are deployed effectively, providing high levels of supervision. The manager is committed to developing a highly qualified and experienced staff team. Recruitment and selection are well focused and new staff benefit from a comprehensive induction. Stringent professional development plans are in place for all staff. Recent training has been beneficial. For example, all staff have accessed training to develop the role of the key person. The management team closely monitors children's progress. Managers identify gaps and have recently enhanced systems to identify any emerging potential risks of delay. This helps them to ensure that children get the right level of support in a timely manner.

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

Staff working with younger children engage them in singing songs. Children are self-motivated to join in. They copy actions and make sounds, through banging and shaking instruments. This helps to develop their physical skills and supports their communication and language. Staff working with two-year-old children introduce a range of sensory experiences, such as sand and foam. Children bravely use their fingers to explore. They confidently add toys, such as cars. Staff model and demonstrate how to make marks and children copy the movements staff make. This helps children to develop their finger muscles and coordination in readiness for early writing. Two-year-old children enjoy playing with soil in the outdoor area. They use their imagination and tell staff that they are making cakes. Staff ask a range of skilful questions, such as asking them what ingredients they have used. Children confidently use language from their experiences. This helps to support children's thinking skills and helps to develop their language.

### Personal development, behaviour and welfare are outstanding

Hygiene procedures are robust. For example, all staff carry a small bag containing a number of items such as tissues and hand gel. This helps them to respond to children's needs promptly. Children's behaviour is exemplary. For example, during activities, two-year-old children share and take turns and are aware of each other's personal space. Children have an excellent understanding of healthy food. For example, after a recent trip to an organic café children have now started to grow their own vegetables.

### Outcomes for children are good

All children are working within the expected age bands for their age and are well prepared for their eventual move to school. Children who speak English as an additional language develop excellent speaking skills. Two-year-old children recognise their names and can form some recognisable letters. Children show that they enjoy learning.

## Setting details

<b>Unique reference number</b>	EY408483
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1108554
<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 - 3
<b>Total number of places</b>	72
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Auckland College Ltd
<b>Registered person unique reference number</b>	RP529684
<b>Date of previous inspection</b>	22 June 2017
<b>Telephone number</b>	0151 727 0083

Auckland House Nursery re-registered in 2010. The nursery employs 30 members of childcare staff. Of these, the manager holds early years professional status, six members of staff hold an appropriate early years qualification at level 6, two hold a qualification at level 5, 10 hold a qualification at level 3 and three members of staff are qualified to level 2. Eight members of staff are unqualified. Of these, four are currently undertaking an apprenticeship. 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.

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