

# Hunts Cross Nursery

Hunts Cross Cp School, Kingsthorne Road, LIVERPOOL, L25 0PJ



## Inspection date

22 June 2018

Previous inspection date

13 September 2013

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

## Summary of key findings for parents

### This provision is good

- The manager is dedicated and passionate in her drive for continuous improvement. She has a clear vision for the future success of the nursery. The manager aspires to deliver excellent quality of care to all children who attend.
- Staff plan a wide variety of activities and experiences that children enjoy. They regularly consider ways to make the most of the highly stimulating outdoor learning environment. This helps to support those children who prefer to learn outdoors very well. Children are highly motivated, curious and enthusiastic learners.
- The special educational needs coordinator supports children who have special educational needs and/or disabilities very well. She works very closely with parents and other professionals to help to promote children's individual needs.
- Partnerships with parents are positive. Staff make plenty of time to discuss children's interests and achievements with parents. They provide them with very good support for children's home learning. Parents comment that they feel very well supported and give high praise for the care their children receive.
- Children build very strong bonds with staff and form firm friendships with their peers.

### It is not yet outstanding because:

- Staff do not consistently challenge and utilise enough opportunities to extend children's learning to the highest levels.
- Staff do not give young children who are learning English as an additional language enough opportunities to hear and use their home language to support learning further.

## What the setting needs to do to improve further

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

- support staff further to build confidence in their skills and consistently extend children's learning to the highest levels
- provide even more opportunities for young children who are learning to speak English as an additional language to hear and use their home language, and support their language development further.

### Inspection activities

- The inspector took a tour of the nursery with the nursery 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 nursery 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 nursery manager.
- The inspector spoke with some parents during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of the procedures to follow should they have any concerns about children's welfare. They carry out thorough risk assessments to keep the environment safe for children to play and learn. The manager monitors staff practice well and offers regular support and coaching. All staff have first-aid qualifications and access regular training opportunities which help them to make positive changes to practice. For example, staff use information gained from recent training to help children to make a connection between letters and sounds. They teach children how to listen carefully to rhythms and understand that sounds represent letters. This helps to promote children's literacy skills effectively. The manager works closely with staff and parents to help her to evaluate practice and make effective changes, if required.

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

The highly qualified staff observe and accurately assess children's learning and monitor their ongoing progress. They use this information well to highlight areas where children may need additional help, and quickly provide support. Babies enjoy warm interactions with staff. They have fun, such as when they join in with actions and vocalisations to songs that staff sing. This helps to support babies to develop good communication and language skills. Young children use their good imaginative skills, such as when they mix lavender sprigs and water, pretending to make soup. Older children use paintbrushes to 'paint' on the ground using water. They discover with enthusiasm how it evaporates quickly in the summer sun. All children engage well in learning.

### Personal development, behaviour and welfare are outstanding

The manager and staff create a very positive and welcoming atmosphere where children demonstrate that they feel happy, secure and valued. Staff are extremely caring and nurturing. Babies who attend for their first day settle incredibly well. Children behave impeccably. They constantly make their own choices during play and everyday routines, such as lunchtime. Children utterly enjoy 'Forest Friday' when they explore and investigate in the nursery's natural woodland environment. They learn how to manage risks and develop high levels of confidence, creativity and independence. Staff work very closely with the on-site school and skilfully support older children's move on to school incredibly well. For example, older children visit their prospective class regularly, to mix with other children and meet the class teacher. This also helps the new teacher to get to know children extremely well before they start.

### Outcomes for children are good

Older children recognise letters from their name and demonstrate good literacy skills. Young children experiment and observe how fast different sized toy cars travel down guttering. They delight in watching them splash into a water tray at the bottom. Babies enjoy sensory experiences, such as looking at their reflections in mirrored surfaces and exploring textured resources. Children are prepared well for future learning and school.

## Setting details

<b>Unique reference number</b>	EY461526
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1066832
<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>	62
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Hunts Cross Primary School Governing Body
<b>Registered person unique reference number</b>	RP532509
<b>Date of previous inspection</b>	13 September 2013
<b>Telephone number</b>	0151 233 3733

Hunts Cross Nursery registered in 2013. It is situated in Hunts Cross Primary School in Liverpool. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one at level 4, two at level 5 and one at level 6. The nursery opens from Monday to Friday for 50 weeks a 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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