

Learning Exchange Nursery



The City of Liverpool College - The Learning Exchange, Roscoe Street,
LIVERPOOL L1 9DW

Inspection date	15 November 2018
Previous inspection date	21 October 2015

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

The provision is good

- Children, including those who speak English as an additional language, make good progress from their starting points. Potential gaps in children's learning are promptly identified and addressed.
- The nursery is well equipped. A wide range of quality resources is easily accessible. This means that children are eager to join in and are able to make choices confidently to lead their own play.
- Staff are well qualified and demonstrate a firm understanding of children's interests, skills and abilities. Staff regularly observe children's development and provide activities to engage and motivate them.
- The newly formed leadership and management of the nursery are strong. The manager shows a passion to provide high-quality care and education for children. The long-standing staff team shares this vision and shows a strong commitment to its roles. Self-evaluation is effective in supporting the continual improvement of the nursery.
- The nursery has established strong links with the community. Parents are complimentary about the care and education their children receive.

It is not yet outstanding because:

- There are few opportunities for children to use numbers, count and make simple calculations, to extend their mathematical skills.
- The newly formed leadership team has not fully embedded the revised procedures for monitoring and raising the standards of teaching.

What the setting needs to do to improve further

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

- extend opportunities for children to use numbers, count and make simple calculations
- embed the newly refined systems for monitoring staff practice to raise teaching to the highest level.

Inspection activities

- The inspector spoke to leaders, staff, children and parents at appropriate times during the inspection.
- The inspector had a tour of all areas of the nursery. She observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held a meeting with the childcare manager and the nursery manager and carried out a joint observation with the nursery manager.
- The inspector looked at relevant documentation, such as policies and procedures, risk assessments and children's records, reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.

Inspector

Liz Fortune-Price

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders ensure that all staff are trained in child protection procedures and staff know what to do should they have concerns about children's welfare. Children's safety is maintained by robust policies and procedures. For example, daily risk assessments are completed. These help staff to identify and minimise any potential hazards and allow children to play and explore safely. The staff team is well established. Staff are dedicated and aspire to offer the best for children and their families. For example, they have recently improved the outdoor environment for children, adding further resources and opportunities to promote physical development. This helps to raise outcomes for children.

Quality of teaching, learning and assessment is good

The manager and staff assess children's progress effectively. Staff work well with parents and they gather information from parents on entry. This helps them to plan for children's next steps in learning. Staff are creative with the different ways to communicate and share information about children's learning. For example, recently introduced technology supports staff to translate information into different languages. Staff play alongside children and speak to them about what they do to extend their ideas. For example, staff comment on the big and small bears during play to teach them about size. Staff have a good knowledge of individual children. They consistently ask children questions to extend learning. For example, while exploring role play, children are asked, 'How many do we need?' Staff support children's communication and language skills well. For example, children share stories and sing familiar songs in small groups. Children respond well to instructions and the consistent routines ensure children's well-being is nurtured.

Personal development, behaviour and welfare are good

The nursery has a calm and friendly feel. Children and their families are warmly welcomed by staff. Staff are positive role models and children learn to be polite and behave well. For example, children are encouraged to catch their coughs and say 'Excuse me' when passing by. Staff help children to understand and feel proud of their local community. They make good use of learning opportunities in the local area. For example, children visit the library, gym, local parks, museums and colleges. An effective key-person system is in place and staff understand the unique individual needs of all children. This contributes to children's emotional security. Children have daily opportunities to enjoy fresh air and exercise and help themselves to healthy snacks.

Outcomes for children are good

Children enter the nursery eager to greet staff and their friends. They are clearly very happy and settled. Children develop good physical skills as they climb and balance and gain good coordination. They become independent. For example, they have opportunities to butter their own toast, wash their hands and assist staff with other daily routines. Children who need additional support are identified swiftly and effective interventions are used to help them to catch up with their peers.

Setting details

Unique reference number	EY427298
Local authority	Liverpool
Inspection number	10064720
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	18
Number of children on roll	27
Name of registered person	The City of Liverpool College
Registered person unique reference number	RP518854
Date of previous inspection	21 October 2015
Telephone number	0151 252 3631

Learning Exchange Nursery registered in 2011. It is situated in The Learning Exchange building of The City of Liverpool College. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am until 5.30pm from Monday to Thursday and from 8.30am to 3pm on Fridays.

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