

Nethertots Nursery

Netherton Park Community Centre, Chester Avenue, Bootle L30 1QW



Inspection date	21 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff spend time with parents to discuss what children can already do when they first start and keep them informed about their children's progress. Parents report that children enjoy attending the nursery. They speak positively about staff, stating that they are friendly and approachable. Parents appreciate the ideas to support their children's learning at home.
- Staff use their observations of children's interests to plan a variety of good learning experiences. They monitor all children's development well. For example, they identify children at risk of falling behind in mathematical development and plan focused activities to help them to catch up. This supports children to make good progress from their starting points.
- Staff are good role models and have high expectations for children's behaviour. They use different strategies to promote positive behaviour. For example, they consistently reinforce rules during play and routines, such as reminding children to walk inside. They support children to work together to solve conflicts. As a result, children are well behaved and kind to each other.
- Staff provide a calm, caring environment. They know children and are sensitive to their individual emotional needs. Children develop a close bond with staff and are comfortable to approach them for help. This helps children to settle quickly and feel secure.

It is not yet outstanding because:

- Staff do not gather the views of parents effectively, to identify ways of further improving the already good practice of the nursery.
- Occasionally, staff have overly high expectations. As a result, some group activities do not fully support the mathematical learning needs of all children participating.

What the setting needs to do to improve further

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

- devise even better methods of gathering the views of parents, to identify ways of further improving the already good practice of the nursery
- sharpen the focus of teaching when planning and delivering group activities to promote the mathematical learning needs of all children participating.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- The inspector discussed children's learning and their progress with key persons, including their next steps and children's interests.
- The inspector had a tour of the setting. She looked at the range of resources available for children's use.

Inspector

Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They confidently identify signs of potential abuse, including wider aspects, and clearly describe procedures to follow if they are concerned. The manager and her supportive deputy are passionate about the nursery and work closely with the local authority quality assurance officer to seek ways of improving practice. There is an effective system for monitoring staff performance. Staff have opportunities to access training and use the knowledge they acquire to enhance children's learning experiences. For example, they have recently introduced yoga sessions to help children to improve their concentration and listening skills. The strong partnership with the host neighbourhood centre provides additional opportunities for staff to broaden their skills.

Quality of teaching, learning and assessment is good

Staff skilfully use children's play to promote learning in all areas of development. For example, as children pretend to make breakfast, staff discuss healthy food and encourage children to count strawberries. Staff ask children to find a 'big, blue bucket' as they enjoy pouring water into different containers. Children develop their physical skills as they manipulate play dough and enthusiastically join in with action rhymes. They experiment with balancing blocks as they build a castle for the princess and giggle excitedly when the blocks fall down. Staff provide opportunities for children to learn about communities beyond their own. For example, they visit a local farm to pick pumpkins. They explore celebrations of other cultures, such as Diwali. Staff work effectively with other professionals, such as speech and language services, to support children who require additional support.

Personal development, behaviour and welfare are good

Staff help children to develop good social skills. For example, they sit together to share breakfast and model the use of good manners. Children are encouraged to do things for themselves, such as pouring their own drinks and putting dishes in the sink. This helps them to gain independence. Staff help children to learn about adopting a healthy lifestyle. They remind children to wash their hands after blowing their nose and before meals. Children access the outdoor area where there are good opportunities to be physically active and develop coordination skills. For example, children excitedly join in a game of hide and seek and use scooters. Staff support children's emotional development well. They frequently offer praise and encouragement, which helps to build children's confidence. They use different strategies to support children to explore and express their emotions, such as singing and visual prompts.

Outcomes for children are good

Children make good progress in relation to their starting points and are developing the skills they need for their next stage of learning. They enjoy mark-making activities, such as drawing circles on the floor. They enthusiastically explore sound and join in with familiar phrases of well-known stories. Children have good levels of independence. For example, they explore their environment with confidence, make choices and initiate their own play. They tidy up and put on their own coats.

Setting details

Unique reference number	EY536881
Local authority	Sefton
Inspection number	10079273
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	12
Number of children on roll	6
Name of registered person	Nethertots C.I.C.
Registered person unique reference number	RP536880
Date of previous inspection	Not applicable
Telephone number	0151 285 5211

Nethertots Nursery registered in 2016. It is run by Nethertots C.I.C. and is situated in Bootle. The nursery employs two members of childcare staff. Of these, one holds qualified teacher status. The nursery opens from Monday to Wednesday, term time only. Sessions are from 8.30am until 1.30pm. The nursery provides funded early education for two- and three-year-old children.

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