

The Little School House Nursery



St Vincents School For The Blind And Partially Sighted, Yew Tree Lane,
Liverpool, Merseyside L12 9HN

Inspection date	29 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
		Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders and staff place inclusion at the very centre of the nursery's ethos. They go above and beyond to teach children about mutual respect and acceptance. Children learn about those who are the same as, and different to, themselves. They show immense respect for others.
- The quality of teaching is superb. Staff plan activities that are very clearly centred around what children need to learn next. They expertly follow children's current and emerging interests, swiftly adapting activities that support any achievements and special events from home. Children are extremely motivated and eager to learn.
- Highly qualified leaders ensure that the curriculum is varied and comprehensive to help to prepare children exceptionally well for school. Children are very school ready.
- Staff support children with special educational needs and/or disabilities (SEND) and those children who speak English as an additional language exceptionally well. They develop highly effective partnerships with other professionals. This helps to ensure that every child makes the best possible progress.
- Parent partnerships are excellent. Staff value parents highly and involve them in all aspects of their children's learning. For example, they organise for parents to come in to nursery, such as to read stories to children. Parents state, 'I would like to convey my sheer delight in my child's progress. It is mind blowing how their speech exceeds levels for their age'.
- Children who prefer to play and learn outdoors have superb opportunities to learn in an inspiring open-air environment. For example, they run freely across fields, investigate on woodland walks and take part in exciting forest school activities. Furthermore, children access the 'outdoor classroom' where they consistently choose to participate in an extensive range of challenging activities.

What the setting needs to do to improve further

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

- continue to focus on the first-rate methods used to monitor staff performance and maintain excellence in the quality of teaching and learning.

Inspection activities

- The inspector took a tour of the nursery with the nominated individual, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the leadership team. 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 deputy manager.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also took account of written feedback they had provided.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders are extremely ambitious. They have a very clear vision for improvement and they continually look for ways to make the nursery provision even better. Leaders and staff work extremely well together as a team to ensure that the quality of teaching is consistently of a very high calibre. Leaders are excellent role models for less-qualified staff. Leaders provide first-rate coaching and training that help staff to develop their skills. They have identified further ways to monitor staff performance to maintain the excellent quality of teaching. Safeguarding is effective. All staff have a secure knowledge of the indicators of abuse and their responsibilities to protect children.

Quality of teaching, learning and assessment is outstanding

Highly qualified staff complete first-class assessments of children's learning and have very high expectations of what children can achieve. Leaders use highly effective systems to monitor children's development. They swiftly identify and address any gaps in children's learning as these emerge. Staff are extremely focused on providing superb support for all children's speech and language development. For example, they expertly use sign language during routines and alongside story and singing sessions. Staff help children to develop excellent mathematical understanding. For instance, younger children learn to count and solve simple problems, such as adding and taking away to change quantities. Children develop exceptional speaking and mathematical skills.

Personal development, behaviour and welfare are outstanding

Children's impeccable behaviour is impressive. They demonstrate an incredible awareness of each other's safety. For example, when children go over to the linked school for lunch, they know to walk to the left of corridors. They know that this is to prevent them from accidentally bumping into school-aged children. Children show great pride in helping others, such as holding doors open for their peers. They build strong attachments with staff, who support them incredibly well to become highly independent and capable learners. For instance, younger children put on their Wellington boots and coats before they play outside. Children of all ages join in with enormous enthusiasm in fitness and dance sessions, both inside and outside. Staff explain why it is important to exercise and to rehydrate by drinking water. Children develop an excellent understanding of leading healthy lifestyles.

Outcomes for children are outstanding

All children, including funded children, children who speak English as an additional language and those with SEND and/or disabilities, make rapid and significant progress. They freely choose how they wish to spend their time in the nursery from the excellent range of activities provided. Children are highly motivated to learn. For example, younger children make marks in a cornflour and water mixture with great enthusiasm. They very competently and expertly form letters and shapes. Older children very skilfully write name badges and exude high levels of confidence in their abilities. They recognise letters from the alphabet, identify the different letter sounds and letters in the names of their peers. All children develop excellent literacy skills. They are extremely well prepared for future learning and starting school.

Setting details

Unique reference number	EY538606
Local authority	Liverpool
Inspection number	10079267
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	42
Number of children on roll	35
Name of registered person	The Little School House Ltd
Registered person unique reference number	RP538605
Date of previous inspection	Not applicable
Telephone number	0151 220 3801

The Little School House Nursery registered in 2016. It is situated in St Vincent's School For The Blind And Partially Sighted, Liverpool. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. This includes two with early years teacher status. The nursery is open each weekday, from 8.30am until 3.30pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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