

Little Kings & Queens Nursery

74 Litherland Road, Bootle, Liverpool L20 3HZ



Inspection date	17 April 2019
Previous inspection date	19 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The owner, manager and staff have worked tirelessly to address the areas identified for improvement at the last inspection. Effective progress has been made. Staff continue to enthusiastically implement a comprehensive programme to build up on what they have already achieved. As a result, children benefit from a stimulating and safe place in which to grow and learn.
- Staff have a wide range of qualifications and experience, and their teaching is rooted in a good knowledge about how children learn. They are adept at supporting children's communication skills and encourage children to persevere with their physical abilities. Children of all ages demonstrate inquisitive attitudes as they investigate their world.
- Children enter happily and thoroughly enjoy the time they spend at this welcoming nursery. They develop strong bonds and attachments to their key person and wider staff team, including the cook. Their sense of belonging is evident in the way they confidently join in activities and interact with adults as they play.
- Staff know the children well, including their current skills, abilities and interests. They regularly observe and accurately assess children's learning. Activities are well planned, including those for group activities, so that each child is suitably challenged. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress in their learning.
- Managers monitor the individual progress of children and some areas to improve, such as mathematical development. However, they do not yet review the experiences of groups of children, to identify steps to take in order to build further the already good outcomes for children.
- There is a range of books and other resources to represent the cultural and national identity of the children who attend. However, staff have not considered fully the ways to help children reflect on the similarities and differences of people, families and communities beyond their own.

What the setting needs to do to improve further

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

- sharpen the way that assessments are carried out to include different groups of children, in order to promote the best outcomes for children
- support staff to help children to share and explore similarities and differences of families and communities beyond their own.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held several meetings with the owner and manager. He held discussions with the special educational needs coordinator and conducted a joint observation with the manager.
- The inspector checked the evidence of the qualifications and the suitability of the staff working in the nursery. He also looked at children's registration records, the arrangements for self-evaluation and plans for improvement.
- The inspector spoke with staff, parents and children during the inspection and took account of their views.

Inspector

Frank Kelly

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff demonstrate a very secure understanding of the child protection procedures and how to report any concerns they may have about a child. The nursery is clean and effectively organised, and children are well supervised to keep them safe. Partnerships with parents are good and parents praise the care staff provide. Initiatives, such as a lending library and stay and play sessions, promote information sharing and enhance children's learning at home. The improved system for supervision and professional development for staff at all levels means the staff are highly motivated. They speak with confidence about their key responsibilities, such as improving the outdoor play areas and how children's communication and language is supported.

Quality of teaching, learning and assessment is good

Staff engage parents effectively to ensure that the assessment of a child's progress is accurate. They seek parents' views, such as checking that children who are dual-language speakers are talking as would be expected in their home language. A revised progress check for children aged between two and three years has been introduced and is shared with parents and other relevant professionals. Staff use children's preferences and interests to enhance learning. Babies who do not like playing in water are provided sand to fill and pour with. The outdoor play shed is changed regularly, for instance into a clothes shop. This helps pre-school children act out their experiences of the world, engage in imaginative play, and develop their physical dexterity and mathematical thinking.

Personal development, behaviour and welfare are good

Children learn to care for living things, for instance as they observe the transformation of frogspawn into tadpoles. Children behave well. Staff gently help children think about the needs of each other, such as not speaking over their friends or learning to wait for their turn during activities. Parents and other relevant professionals are consulted, to help close gaps swiftly and prepare for any transitions, such as moving groups within the nursery or preparing to go to school. Children enjoy freshly prepared meals that offer a varied and healthy diet. Arrangements for supporting children's unique dietary needs are effectively implemented. Children are physically active. They learn about keeping themselves safe when using stairways and the importance of drinking water to keep hydrated after exercise.

Outcomes for children are good

Children are well prepared for the next stage in learning and move to school. They are eager participants in learning and enjoy a challenge. For instance, toddlers play a game to identify a specific animal or count to find the correct group of animals. They relish praise and show they are learning to listen and follow instructions. Very young babies are motivated to view their world. They wriggle to reach toys or to turn onto their tummies, so they can see across the room. Pre-school children confidently problem solve. They suggest that they need to use tape and foam to fix the horn of the unicorn to their model.

Setting details

Unique reference number	EY500133
Local authority	Sefton
Inspection number	10082803
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	79
Number of children on roll	107
Name of registered person	Little K & Q Nursery Limited
Registered person unique reference number	RP535385
Date of previous inspection	19 October 2018
Telephone number	0151 281 9220

Little Kings & Queens Nursery registered in 2016. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one at level 4 and two at level 6. The nursery opens from 7.45am to 5.45pm, Monday to Saturday, all year round, except bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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