

Inspection date	16 July 2019
Previous inspection date	3 March 2016

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

This provision is good

- The management team demonstrates a clear commitment towards continuous improvement. Action is taken to improve any identified areas for development, which positively impacts on the provision for children.
- Strong partnerships with parents and carers enable staff to work closely with children and their families. Parents speak very highly of the nursery and comment on how well staff care for their children.
- Children are cared for in a safe, secure environment. Risk assessments are carried out to identify potential risks and staff follow procedures to maintain children's well-being.
- Staff provide a variety of interesting resources and activities which engage children, enabling them to be curious and enjoy their learning.
- A well-equipped outdoor area enables children to develop their physical skills while they enjoy fresh air on a daily basis.
- The current programme for professional development of staff is not yet precisely focused on raising the quality of their interactions with children to the highest level. For example, staff do not consistently use alternative communication methods as part of their daily practice to support children's understanding and communication.
- Staff do not always allow children the time they need to think and respond to questions in order to help extend their learning.

What the setting needs to do to improve further

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

- extend professional development opportunities and ensure they are sharply focused to strengthen the quality of staff interactions, both spoken and non-spoken, with children to an even higher level
- ensure that staff consistently provide children with time to respond to questions, to enable them to reason for themselves and respond.

Inspection activities

- The inspector carried out a tour of the areas within the school building and outdoor areas that are used by nursery children.
- The inspector carried out a joint observation with the nursery teacher and observed teaching and learning both indoors and outdoors.
- The inspector spoke with staff working with children in the nursery and held meetings with the leadership and management team.
- The inspector spoke with children at appropriate times throughout the day.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Wendy Dockerty

Inspection findings

Effectiveness of leadership and management is good

Members of the management team work together to ensure the day-to-day running of the nursery is effective. They work closely with the local authority and other early years settings in order to develop and improve their practice. Regular supervisions and appraisals of staff performance are carried out. This allows them to celebrate their strengths and identify areas for development. The introduction of peer-on-peer observations enables staff to support each other's practice. Safeguarding is effective. Staff within the school work closely with nursery staff to ensure that procedures for safeguarding are consistent throughout all age groups. This helps to protect children from harm. Staff demonstrate a clear knowledge and understanding of the appropriate procedures to follow should they have any concerns regarding a child's welfare.

Quality of teaching, learning and assessment is good

Staff know the children in this small nursery well. They plan activities which engage children's interests and meet their needs. To support children's understanding of colour and shape, staff set up a large drawing activity outdoors. Children explore a variety of mark-making materials as staff encourage them to recognise and name different colours and create various shapes in their drawings. Staff complete regular assessments of children's progress and use this information to clearly identify next steps in their development. A regular two-way flow of information with parents enables staff to share a range of information. Staff have set up a lending library to encourage parents to borrow books from nursery to share with their children at home. This helps to develop children's interest in literacy and language.

Personal development, behaviour and welfare are good

Children are seen to be happy and develop trusting relationships with staff, which supports their emotional development. They go to staff for cuddles when they require reassurance. Staff encourage children to be independent. For example, children help to serve their food and older children set the table with plates and cutlery at lunchtime. Staff support children to develop their self-care skills, such as washing their hands before eating. In response to parental feedback, the nursery arranged parent workshops to help with toilet training at home. Children are encouraged to use 'kind hands' in nursery. Staff support children to take turns with their friends, for example when they both want to use the same ride-on toy outside.

Outcomes for children are good

Children enjoy making choices in their play and are provided with a wide selection of creative activities. For example, they enjoy exploring the paint with a variety of small cars and vehicles. Children watch the lines created from the painted wheels before spreading paint over their hands. They delight in feeling the paint on their skin and explore making handprints on the paper. Staff support children during the transition into the school nursery next door and help to prepare them for the next stage in their learning. Children begin to recognise their written name and enjoy singing songs about numbers and counting. All children make good progress in relation to their starting points.

Setting details

Unique reference number	EY487377
Local authority	Liverpool
Inspection number	10064749
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 3
Total number of places	28
Number of children on roll	17
Name of registered person	Four Oaks Primary School
Registered person unique reference number	RP534449
Date of previous inspection	3 March 2016
Telephone number	0151 263 4038

Four Oaks registered in 2015. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications ranging between level 2 and level 6, and one has qualified teacher status. The nursery operates during term time only. It opens from 8am to 5.30pm Monday to Thursday, and 8am to 5pm on Fridays. The nursery provides funded early education for two- and three-year-old children.

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