

Inspection of The Nursery @ St Johns

1b, Brockman Hall, Snaefell Avenue, Liverpool L13 7HA

Inspection date: 18 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy to attend the nursery. On arrival they do not hesitate to get involved in the wide range of available activities on offer. Babies enjoy exploring sounds and textures as they play with the musical instruments, sand and water. All children have strong attachments with the staff and each other. Children manage their own behaviour and feelings well. They resolve minor conflicts by reminding each other that it is kind to share and use kind words to each other.

Staff work closely with other agencies such as physiotherapists and speech and language therapists so that children with special educational needs and/or disabilities are provided with additional support. This helps to ensure that any potential gaps in children's learning are closing quickly. Staff regularly take the children on visits to places in the local area, such as the Polish food shop and on various bus rides. This helps children to gain an awareness of the wider world and the community in which they live.

Managers often obtain the views of the staff, parents and children to help identify what works well and what could be improved. For example, the outdoor play area is currently not used to its full potential as it is being refurbished. This has an impact on opportunities for children to extend their physical skills freely throughout the day.

What does the early years setting do well and what does it need to do better?

- Parents speak highly of the managers and staff, and they comment on how well they communicate with them. Parents receive regular updates about their children's learning and development. Additionally, newsletters help them to stay informed of events happening at the nursery and how they can extend children's learning at home.
- Staff obtain lots of information from parents about children's likes, dislikes, routines and their individual stages of development. Staff use this information resourcefully to plan many activities around children's interests and next stage of learning. As a result, staff help all children to settle well. Staff also focus on building children's skills to prepare them well for school.
- Mealtimes are an enjoyable experience as babies, staff and children sit and eat together. Older children enjoy supporting the babies and eagerly help staff to set the table and serve their own food. Children have secure friendships and behave well. This demonstrates children's good social skills and growing independence.
- Managers and staff have high expectations for all children. All children make good progress. Staff skilfully set activities at various levels to meet the learning needs of all children. For example, they introduce children to the theme of

autumn during a nature walk where they collect their own leaves. Babies giggle and are delighted as they have their own basket of leaves to explore. Older children are excited to share their finds and enthusiastically describe how the leaves have changed from green to orange, then from red to brown. Staff make the most of these opportunities to discuss the changes in textures of the leaves. They skilfully introduce new words such as 'curly' and 'crinkly', and describe how the leaves have 'shrivelled' and are 'crispy'. This helps to extend children's developing communication and language skills. Staff provide appropriate challenge for the most able children. For example, the most able children explore early mathematical concepts as they compare the size of leaves.

- Although children enjoy outings, there is currently restricted access to the nursery's own outdoor area. Staff have not fully considered how they can provide opportunities for physical play for all children throughout the time they attend the nursery.
- Managers have robust recruitment procedures in place. They observe and monitor staff's performance. Additionally, they invest in staff's personal development so that they continually improve. This is achieved by, for example, staff accessing training opportunities such as sign language, autism awareness and early recognition of delays in child development. These support staff to demonstrate an awareness of how to include all children, regardless of ability.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of the possible signs or behaviours a child may demonstrate if they are at risk of harm or abuse. Staff understand how to report any concerns. Managers regularly test staff's knowledge. For instance, they offer scenarios to discuss at staff meetings. Managers also ensure that staff keep their training and knowledge of safeguarding up to date. All staff demonstrate that they would be confident to implement procedures in the event of an allegation being made against themselves or a manager.

What does the setting need to do to improve?

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

- provide more opportunities for all children to benefit from physical exercise.

Setting details

Unique reference number	EY548886
Local authority	Liverpool
Inspection number	10115728
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	36
Number of children on roll	20
Name of registered person	The Nursery @ Ltd
Registered person unique reference number	RP534676
Telephone number	07565133704
Date of previous inspection	Not applicable

Information about this early years setting

The Nursery at St Johns registered in 2017. The nursery opens five days a week from 7.30am to 5.30pm, excluding bank holidays and one week at Christmas. It employs 11 members of childcare staff, all of whom hold relevant early years qualifications at level 2 and above. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- The inspector conducted a tour of the nursery and also observed children during their daily activities.
- The inspector assessed the quality of teaching and the impact this has on children's learning.
- Two joint observations were held between the inspector and the nursery manager. The inspector also accompanied the staff and children on a nature walk.
- The inspector held discussions with staff, children and parents, at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including required policies and procedures and evidence of the suitability of the staff working at the nursery.
- Meetings were held between the inspector and the two joint nursery managers.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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