

Inspection of Botanic Lodge Nursery

Botanic Road, Fairfield, LIVERPOOL L7 9LH

Inspection date: 22 October 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery with enthusiasm and are warmly welcomed. The long-standing staff have developed excellent bonds with children. They are kind and respectful in their interactions. This secure and reassuring base helps children to feel safe. The nursery is situated within park gardens where children have many opportunities to explore the wildlife and observe the change in seasons. This supports children's understanding of nature and the cycle of growth and decay.

Children present positive behaviour. They are polite and friendly, demonstrating a strong sense of belonging. Children excitedly greet visitors and are eager to share their stories and experiences. They are becoming familiar with sharing, taking turns and listening to each other. When challenging behaviour arises, there are clear and consistent systems in place to support children. This helps children to think about their actions and make good choices. Parents praise staff for the high level of care their children receive.

Staff have high expectations for every child. The uniqueness of children is addressed and nurtured. Staff use children's interests to engage them in learning, further enhancing their overall development. Staff skilfully use praise and encouragement to help each child feel respected and valued.

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

- The leadership team works tirelessly to enhance the quality of the nursery. Leaders use the views of children, parents and professionals to review what works well and what needs to change. They work with integrity to ensure that every child, including those with special educational needs and/or disabilities, is supported to have the best possible start in education.
- The key-person system is well embedded. Staff work with parents to gather detailed information on children. This helps them to gain a deep understanding of children which is applied, alongside observation, to plan stimulating play experiences.
- Children display good levels of concentration and involvement. They are encouraged to try new things, promoting a 'can-do' attitude. Younger children smile with delight as they work with staff to master the balancing beam. Such experiences help children to feel confident and extend their learning even further.
- Children are given countless opportunities to develop their language and communication skills. Staff model clear language. Babies use props and actions to engage in nursery rhymes. Older children extend their vocabulary as they listen and proudly share their stories at news time.
- Children develop the skills that will help them learn to read and write. They use

a variety of mark-making materials both indoors and outside. Younger children share books together and begin to understand that print carries meaning. Older children begin to make links between letters and sounds as they explore the components of their names.

- Children develop an increasing understanding of mathematics. Staff use age-appropriate strategies to help children learn about shape, space and measure. Children enjoy singing number rhymes and begin to make links between numbers and quantity. They are encouraged to exercise their counting skills, for example when counting ducks in the water tray or climbing stairs.
- Staff help children to gain an awareness of their community. Children enjoy trips to the market where they meet and socialise with others. They visit the local care home to sing and read with older people. These experiences give children a broader knowledge of where they live.
- The nursery celebrates the richly diverse cultures of children and their families. Parents are encouraged to share their traditions and beliefs with the staff and children. Children's home languages are integrated into the nursery routine as children learn key phrases. This helps children to understand similarities and differences and gain an understanding of the wider world.
- Children enjoy a healthy diet. Staff talk to children about how eating well can support overall good health. The message of healthy eating extends to home, where staff share recipes that families can enjoy together.
- The leadership team is dedicated to providing a highly skilled staff team. Leaders are proactive in assessing the needs of staff and putting interventions in place to help them thrive. However, staff's strengths are not used well enough in practice to allow for a consistent quality of teaching across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify signs that would give them cause for concern that a child is at risk from harm or abuse. They describe the signs that might indicate that children or their families are vulnerable to extreme views or ideas. Staff demonstrate their understanding of the procedures to follow to refer any concerns, to ensure that children are protected from harm. Safeguarding information is clearly displayed, reminding everyone of their duty to report concerns. The leadership team and staff vigilantly carry out daily risk assessments to ensure the nursery is safe and hazards are minimised.

What does the setting need to do to improve?

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

- develop more ways to use staff's strengths to raise the quality of teaching across the provision, helping children to make more rapid progress.

Setting details

Unique reference number	EY466136
Local authority	Liverpool
Inspection number	10109848
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 to 4
Total number of places	63
Number of children on roll	65
Name of registered person	Prayle, Jacqueline Ann
Registered person unique reference number	RP512251
Telephone number	0151 259 2859
Date of previous inspection	27 February 2014

Information about this early years setting

Botanic Lodge Nursery registered in 2013 and is situated in the Edge Lane area of Liverpool. It provides funded early education for two-, three- and four-year-old children. The nursery opens Monday to Friday from 8am to 6pm, all year round.

Information about this inspection

Inspector

Aisling Culshaw

Inspection activities

- An adult-led activity was observed and evaluated by the inspector and the manager.
- The manager and the inspector completed a learning walk to gain an overview of how the curriculum is organised.
- The inspector spoke to parents and took account of their views during the inspection.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector held discussions with the leadership team and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- Interactions between staff and children were observed and assessed by the inspector.

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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