

Inspection of First Class Nursery

St Thomas C Of E Primary School, Kenyons Lane, Lydiate, Liverpool, Merseyside
L31 0BP

Inspection date: 13 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and safe at this friendly, welcoming nursery. On arrival, they rush through the door, eager to share their news with staff. The well-qualified staff have high expectations for children. They are passionate about supporting them to develop a positive attitude to learning. Children's views and interests form a key part of the planning process. For instance, they decide what resources to put in the home corner. Overall, children have good opportunities to develop their language skills. For instance, as they enjoy making hedgehog models, staff use words, such as 'spikey' and 'sharp', to describe its features. This helps children to build on their good range of vocabulary. Occasionally, staff do not allow younger children enough time to respond to questions.

Children are confident and inquisitive. For example, when they hear a lorry outside, they rush to the fence to investigate what is happening. Children begin to solve problems, such as working out why the remote-controlled robot has stopped working. Staff are positive role models. They are consistently calm and polite. This supports children to behave well. For instance, children share resources, such as play dough, without prompting. Staff keep parents informed about children's development and well-being at nursery. However, staff do not consistently gather information about children's learning at home.

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

- Children have excellent opportunities to develop their early literacy skills. For example, indoors, younger children enjoy drawing pictures. As they excitedly talk about what they have drawn, staff scribe what children tell them. This helps children to gain an understanding that written words have meaning. Older children sign their name at registration time. Outside, children enjoy writing shopping lists to buy items from the role-play shop.
- Children maintain good levels of attention and listening. For instance, at circle time, they listen as their friends talk about how they are feeling. Older children explore letters and the sounds that represent them. They confidently identify words that begin with the same initial sound. This supports them to develop the skills required for future reading.
- Staff support children to develop their early mathematical skills well. For example, as younger children enthusiastically jump along a number line, staff encourage them to count how many spaces they have jumped. Staff build on older children's existing knowledge as they support them to recognise numbers. They challenge children further by asking them to move two more spaces.
- Children show genuine interest in caring for their environment. For instance, they take responsibility for keeping the room tidy. Children talk confidently about recycling as they clear away after snack time. They excitedly recall handing their

items to the refuse collector.

- The manager works closely with her staff to monitor children's progress effectively. They identify children who are at risk of falling behind. Staff work in partnership with other professionals to put appropriate measures in place. This helps children to catch up and make good progress.
- Overall, relationships with parents are good. Parents comment positively about the varied range of healthy meals provided. They state that this has helped children to make healthier food choices at home. Parents state that children make 'brilliant' progress, particularly with their social skills and vocabulary. Staff provide ideas to help parents to support children's learning at home, such as activities to promote mark-making skills. However, staff do not consistently gather information about children's learning at home.
- The manager and her supportive team are passionate about continuing to raise the quality of the provision to the highest level. They reflect on all areas of the nursery and make positive changes. For example, they have recently reviewed the use of the small room. This has increased opportunities for children to engage in quiet activities. Staff comment that, as a result, they have seen children looking at books more frequently. Arrangements for monitoring the quality of teaching are effective. The manager regularly observes the practices of staff and identifies areas that can be raised to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to keep children safe. The manager makes them aware of any changes and frequently monitors their knowledge about safeguarding issues. This includes current local safeguarding procedures to follow. The manager consistently implements robust procedures and policies, to ensure that children are safe on the premises. Staff help children to manage their own risks, such as climbing in the outdoor area. They teach children how to keep themselves safe when they are out and about, such as using pelican crossings to cross the road safely.

What does the setting need to do to improve?

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

- allow younger children enough time to consistently process their thoughts and respond to questions to further develop their good language skills
- provide even more opportunities for parents to share ongoing information about children's learning and development at home.

Setting details

Unique reference number	EY312979
Local authority	Sefton
Inspection number	10065728
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	2 to 4
Total number of places	24
Number of children on roll	29
Name of registered person	Maryvale Nursery Ltd
Registered person unique reference number	RP904932
Telephone number	0151 531 1887
Date of previous inspection	5 November 2015

Information about this early years setting

First Class Nursery registered in 2005. The nursery employs four members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate childcare qualification at level 6 and one at level 3. A further member of staff holds an appropriate childcare qualification at level 2. The nursery opens Monday to Friday from 8am to 6pm, all year round, except for one week at Christmas. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The manager and inspector jointly observed an activity. They discussed the quality of teaching and the impact on children's learning.
- The inspector interacted with the children and staff at appropriate points during the inspection.
- The manager showed the inspector the range of resources available for children's use. She discussed how they support the educational programme.
- The inspector examined a sample of relevant documents and evidence of suitability of staff.
- Key persons discussed children's learning and progress with the inspector, including their next steps and children's interests.
- The inspector spoke to a small sample of parents and took their views into consideration.

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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