

Inspection of Next Steps Community Nursery CIC

Waterloo Primary School, Crosby Road North, LIVERPOOL L22 0LD

Inspection date: 14 January 2020

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 are happy in a clean, safe and vibrant environment. Staff provide children with an interesting range of good-quality resources and activities. Children have a good attitude toward their learning and are absorbed in their play. They behave well and play cooperatively with their friends. Staff encourage children to set the table and chop fruit during snack time. This helps to support their growing independence and gives them confidence in their own abilities.

Children are supported well through the transitions they make. For example, staff conduct home visits before children attend. Staff gather information about children's likes and dislikes and form strong bonds with children from the start. As a result, children settle quickly and are supported by staff who know them well.

Staff provide children with a healthy range of meals and snacks. Children also plant fruits, such as strawberries and tomatoes, which helps to support their understanding of where food comes from. Children have several opportunities to develop their physical skills. For instance, they have free access to a well-thought-out outdoor space. In addition, children engage in regular sports coach sessions and enjoy games with staff that include throwing balls at targets. They also climb up and down the stairs of the large indoor dream house. Staff help to support children's understanding of how these practices can contribute towards good health.

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

- Staff have a good understanding of how children learn. They have high expectations for children and plan enjoyable activities that present appropriate challenges. For example, older children enjoy taking part in number games. Staff encourage children to find one more and one less than a given number. They use number lines, puppets and props to support children's learning.
- Staff are good role models for children. They are polite and respectful to children and they encourage children to be polite and respectful to others. Children's behaviour is good. Staff have clear rules and boundaries in the setting. Children confidently relay the rules and understand the reasons why rules are important. For instance, children understand that they cannot put toys in their mouths because it is dangerous. This helps children to understand what is expected of them and helps to keep them safe.
- Staff teach children about the wider world. For instance, they teach the children about different festivals, such as Chinese New Year. However, staff sometimes miss opportunities to teach children about the various cultures and backgrounds of the children who attend, to help support children's growing awareness of what makes them unique.

- The staff feel extremely supported by the management team, particularly in their personal lives. They are given non-contact time to complete children's learning stories and assessments. In addition, during time out of work, staff share meals together at local restaurants. They state this makes them feel appreciated for the work they do and supports the positive relationships they have formed. Staff take part in regular appraisals. However, the staff supervision process does not give staff enough opportunity to regularly reflect on their practice and work towards clear goals.
- Partnerships with parents are positive. Staff make good use of daily conversations and progress evenings to share information with parents about their children's learning and development. Staff also give parents ideas of how to support learning at home. Parents state that staff are always available to chat and provide support should they need it.
- Staff work in partnership with other agencies and professionals. As a result, children with special educational needs and/or disabilities get the support they need. Staff observe children regularly and make accurate assessments of their development. Staff plan activities based on children's individual interests, which support children to achieve the next steps in their learning.
- Children enjoy exploring blocks of ice in the water tray. Staff skilfully question children and introduce words, such as 'frozen' and 'melt', as they play. This helps to promote children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The staff team understands its duty to keep children safe. Staff know the procedure to follow should they have concerns about a child or if an allegation is made against a member of staff. The staff team conducts robust risk assessments on all areas used by the children. This helps to ensure that children are always cared for in a safe environment. The manager refreshes her safeguarding training regularly to ensure her safeguarding knowledge remains updated, including around wider safeguarding concerns. The manager follows safer recruitment procedures to ensure the suitability of staff and takes steps to assess their ongoing suitability.

What does the setting need to do to improve?

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

- extend the methods used to monitor staff performance so they have further opportunities to reflect on the standard of their practice and work towards clear goals
- support children's growing awareness of diversity and differences in society in a meaningful way that reflects the cultures and backgrounds of the children attending.

Setting details

Unique reference number	EY430304
Local authority	Sefton
Inspection number	10129211
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	45
Number of children on roll	70
Name of registered person	Next Steps Community Nursery CIC
Registered person unique reference number	RP910349
Telephone number	0151 928 8808
Date of previous inspection	11 May 2016

Information about this early years setting

Next Steps Community Nursery CIC registered in 2011. It is located in Waterloo, Liverpool. The nursery employs eight members of childcare staff. Of these, one member holds early years professional status and seven staff hold appropriate early years qualifications ranging from level 2 to level 5. The nursery opens on Monday to Friday from 8am until 5.45pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paula Graves

Inspection activities

- The inspector tracked children's progress, and sampled learning and development records.
- The inspector observed staff interactions with the children and assessed the impact this has on children's learning.
- A joint observation was conducted with the inspector and the deputy manager.
- Parents' views were taken into account through verbal feedback provided.
- The inspector spoke with members of the management team, staff and children at appropriate times during the inspection.

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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