

Inspection of Stoneycroft Children's Centre

38 Scotia Road, Liverpool, Merseyside L13 6QJ

Inspection date: 14 January 2020

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The nursery is a hub of excellence. Children are incredibly confident, independent and happy. The passionate leaders are extremely successful at conveying their vision to the whole staff team. Children benefit from the language-rich curriculum. They enjoy an inspiring and varied selection of well-organised activities. This ensures children develop a passion for life-long learning from an early age. Staff provide an extensive range of exciting activities in the outdoor play area. Children are enthralled to explore and investigate the range of opportunities available. Babies are captivated as they dig for vegetables outside. Staff introduce children to vegetables, such as potatoes and carrots. They encourage children to count how many they have found. Younger children investigate the concept of sinking and floating in the water tray. Staff extend their learning by introducing new vocabulary, such as 'full' and 'empty'. Children confidently pour water into different containers as they sing nursery rhymes.

Children's behaviour is exemplary. Staff teach children feeling words. This helps children to express their emotions effectively. Older children become engrossed in their daily mindfulness session. They practise breathing and perform peer massage exercises with their partner. This helps children to regulate their emotions and to calm their bodies down after lunchtime. Children are becoming very independent learners. Babies cut their own bananas at snack time and wait patiently as the pieces are shared out. Younger children hang their own coats up and put their own shoes on when they come in from outside. Older children carry their own hot lunch from the serving counter to their tables in the hall. They use cutlery confidently to eat their lunch.

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

- Staff establish incredibly positive relationships with children. They have a deep understanding of children's starting points and the experiences and skills that they arrive with or without. Staff are incredibly passionate and enthusiastic. They skilfully provide children with the skills they need to succeed. This includes children who speak English as an additional language and those with special educational needs and/or disabilities.
- The management team provides inspirational leadership and gives the highest priority to staff morale and well-being. It is knowledgeable about factors that may have an impact on this. The management team promotes a culture of openness, where staff feel very well supported and work excellently as a team.
- Children's behaviour is exemplary. They have a clear understanding of what is expected of them. From a young age, children interact with their peers with kindness and tolerance. They actively take turns and share equipment. Staff consistently praise children for their positive behaviour. Children flourish in the

extensive outdoor environment. They have ample opportunities to be physically active and show good control in both small and large movements. Their physical development is even further extended by their weekly physical-education sessions in the school hall.

- The nursery's partnership working is worthy of sharing with others. Staff establish extraordinarily good partnerships with a range of professionals. They liaise with professionals on a daily basis to ensure children's needs are met. Staff go above and beyond to create seamless transitions to subsequent rooms and then on to school. Children have exceptionally strong relationships with their new teachers well before it is time for them to move. This promotes children's emotional well-being and provides a strong foundation for their future learning. Parents are actively involved with every aspect of their child's learning. They extend children's learning at home in all areas of the curriculum, using the vast bank of ideas given to them on the parent app. The nursery has an open-door policy. Parents work with children for activities such as phonics workshops. Parents attend courses to promote signing with children at home. They are full of praise for the outstanding service this nursery offers. They comment that staff are 'fantastic' and praise them for their continued help and support.
- The quality of teaching is outstanding. The manager works alongside staff and provides ongoing evaluation, coaching and support. She makes careful plans for the development of each member of staff, which builds on their teaching skills and professional knowledge.
- Staff provide children with excellent opportunities that help them to understand the importance of helping others who are less fortunate than themselves. For example, they are actively involved with a range of charities in the local community. Children go on trips to buy items from local grocery shops and attend the library for story-time sessions. This further enhances their knowledge and experiences of people and the community that they live in.
- Mathematical development is embedded throughout the nursery. Younger children use tape measures to measure how long objects are. Older children count out loud as they transport ducks from one water tray to another, using drainpipes. They use positional language successfully as they describe where the teddy bear is hiding.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of what constitutes a safeguarding concern. They understand the procedures to follow to protect children from harm. Staff keep their knowledge up to date through attending training courses, accessing online training and holding staff meetings. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. Risk assessments are completed to minimise any risks to children. Children are supervised well. The intercom system enables staff to check a person's identity before letting them in. Consequently, children are protected.

Setting details

Unique reference number	EY338566
Local authority	Liverpool
Inspection number	10109742
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	58
Number of children on roll	96
Name of registered person	Corinthian Community Primary School Governing Body
Registered person unique reference number	RP526405
Telephone number	0151 233 4770
Date of previous inspection	29 January 2015

Information about this early years setting

Stoneycroft Children's Centre registered in 2006. The nursery employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one member holds an appropriate early years qualification at level 5, five members hold an appropriate early years qualification at level 4, eight members hold an appropriate early years qualification at level 3 and one member has an appropriate early years qualification at level 2. The nursery opens from Monday to Friday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed with the inspector and the manager.
- The inspector spoke with staff and children during the inspection.
- A meeting was held with the inspector and the leadership team. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020