

Inspection of Rompers Nursery Limited

2 ALLERTON DRIVE, LIVERPOOL, MERSEYSIDE L18 6HJ

Inspection date: 27 May 2021

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

The nursery remained open to a reduced number of children during the COVID-19 (coronavirus) lockdown period. The staff kept in contact with children who remained at home via video calls. They set regular challenges, engaged in story time sessions and provided learning packs to support children's learning at home. In addition, staff worked alongside the local children's centre to provide families with food parcels and toys during the pandemic. Children have gradually returned and have settled back into nursery life. Children and staff's emotional health and well-being is sensitively supported. For example, staff have planted a beautiful plaque in the garden for parents, children and staff to hang wooden hearts on, to pay tribute to their loved ones lost during the pandemic. In addition, a hessian heart is created in each room that depicts everyone's experiences during this difficult time.

Children are extremely eager and highly motivated to learn. They have access to rich and varied activities, which are delivered step by step to build on what they already know and can do. Children benefit greatly from the focus placed on developing their emotional well-being. This is particularly evident when children and families require emotional support. Staff make communication and language development a priority. They use effective strategies to support children with their use and understanding of language. For example, when children play outside, staff use questions to spark children's curiosity. When children find and follow an ant in the garden, staff question children about where they think the ant is going and suggest that it may have joined the colony. Children explore mathematical concepts as they use beans, pasta and other materials to create patterns and sequences in dough. This helps to prepare children for the next stages in their learning, including when they go to school.

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

- The highly experienced and passionate management team works extremely well with dedicated staff to provide experiences that build on what children already know and can do. Staff monitor children's progress regularly and address any gaps in learning swiftly. Children who require support with their writing skills have various opportunities to mark make. Children engage in intriguing activities that secure their understanding. When learning about the life cycle of a caterpillar, they observe and record growth and changes over time. Children develop excellent drawing and writing skills.
- Staff actively encourage children of all ages to develop a love of reading. They regularly share stories and provide story sacks for parents to share with children at home. Children also enjoy sharing stories with family members on the reading bench outside. The nursery has achieved a gold award for the effective way staff

support children's language and literacy skills. Staff use words such as 'engineer' when children are designing pictures using various natural materials. Children use the word 'meconium' when describing the red substance that is left behind when a butterfly emerges from its chrysalis.

- Staff support children's understanding of the wider world effectively. Children take part in various celebrations and learn about other cultures and beliefs that reflect the nursery community, such as King's Day and Greek Easter celebrations.
- Staff provide children with a range of opportunities to develop their confidence and independence, making them less reliant on adults. They encourage children of all ages to take appropriate risks. Younger children learn to climb stairs confidently. Older children use more challenging climbing equipment to develop their physical skills. Children are highly confident in their own abilities.
- In the outdoor area, children work together extremely well and use resources confidently to design and construct. They have plenty of opportunities to test their varying physical skills as they climb, run, balance and mark make freely.
- Staff form warm and nurturing relationships with children. Children have a clear understanding of what is expected of them, and staff consistently praise them for their positive behaviour. Children learn to be kind, share and take turns. They learn to use language to express their emotions. For example, a child expresses concern that a worm he found in the garden may be feeling lonely all by himself.
- Managers use monitoring and coaching well to promote improvement. Effective supervision encourages staff to reflect on their practice. Leaders set targets for staff to develop and enhance their knowledge continually. Leaders and staff attend various training programmes. As a result, staff are equipped with the skills they need to support children's learning effectively.
- Partnership working is a key strength. Parents share a wealth of information with staff from the beginning to establish a consistent approach. Parents speak highly of the support their children receive. Staff work closely with other professionals to secure the best possible support for children. Leaders provide parents with information on how to keep their children safe online but do not promote children's own understanding of online safety.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to protect children. They have a good knowledge of the signs and symptoms that indicate a child may be at risk of harm. Staff know how to report any concerns they may have about a child's welfare. Leaders have effective safeguarding policies and procedures and they regularly support staff to revisit the content. Robust recruitment and induction processes are in place and appropriate checks are made to ensure staff are, and continue to be, suitable.

What does the setting need to do to improve?

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

- promote e-safety and help children learn how to keep themselves safe online.

Setting details

Unique reference number	2554148
Local authority	Liverpool
Inspection number	10131808
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	85
Number of children on roll	85
Name of registered person	Rompers Nursery Limited
Registered person unique reference number	2554147
Telephone number	07803126026
Date of previous inspection	Not applicable

Information about this early years setting

Rompers Nursery Limited registered in 2019. It is located in Liverpool, Merseyside. The nursery employs 18 members of childcare staff. The majority of staff hold appropriate early years qualifications ranging from level 2 to level 6. One member of staff is currently working towards a level 2 qualification. The nursery opens Monday to Friday from 7.30am until 6pm, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Paula Graves

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector conducted a learning walk with the manager to find out how they organise the early years curriculum.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents.
- The inspector sampled documentation, including children's records and staff's qualifications and suitability checks.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning. She interacted with children at appropriate times during the inspection.
- The inspector completed a joint observation of an activity with the manager and assessed the impact this had on children's learning.

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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