

Inspection of Streatham House Nursery

2-4 Victoria Road West, Blundellsands, Liverpool L23 8UQ

Inspection date: 22 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery very excited, inquisitive and eager for their day to begin. They receive a wonderful, warm welcome by exceptionally caring staff at this inclusive nursery. Children feel safe and secure as they have strong bonds with the staff who care for them. Following the COVID-19 pandemic, the settling-in procedures were changed to ensure children settle in at their own pace.

A rich array of activities are offered to promote children's interests, such as messy play activities and baking. Children practise emerging writing skills using chalkboards, and younger children are fascinated making dinosaur footprints and car tracks in the sand tray. Children take turns to take home a 'travelling bear', then eagerly share their family adventures with friends on his return.

Children have a wonderful love of books at the nursery. Enthusiastic staff read to children every day. They use their voices and props, such as puppets, to make the story captivating. Younger children squeal with delight at what the tiger may do next in the story. Older children use their imagination when using the outdoor space and natural resources to create an exciting bear hunt. Children are resilient and confident as they skilfully balance on log beams and practise forward rolls.

Children know the routines well and eagerly volunteer to help at lunchtimes, for example by handing out plates and cutlery to each of their friends. Children are extremely kind and considerate towards each other. Younger children help each other find the shapes they need for the floor puzzles. Older children offer praise to each other when finding the correct letter for their own name. One parent commented, 'My child's first real friendships are made here.'

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

- Staff know their key children extremely well. The carefully planned curriculum shows the progression through the age groups and helps children enjoy learning. For example, the youngest children develop small-muscle skills needed for writing. They use pincers to pick up items as part of messy play activities. Older children strengthen their fingers in many ways, such as rolling dough into shapes.
- Staff support children to develop very good communication skills. They ask older children thought-provoking questions and give them time to respond. Occasionally, staff use simple language, with younger children that does not focus on building a wide and varied vocabulary.
- All children are wonderfully independent. They use photos of themselves to complete a morning register, pour their drinks of water throughout the day, and put on their coats for outdoor play. This prepares them for school routines.

- Children are listened to and understood. Staff help children to develop excellent personal, social and emotional skills. Children talk about the 'golden rules'. They know they need to use 'kind hands' and 'kind words'. Staff explain what 'kind hands' means, to support the youngest children to understand. All children have impeccable manners. They offer to help each other, and they love to help the staff, for example, by setting the table together for lunchtime. Staff talk to children about food allergies and preferences. One child said, 'I am a vegetarian.' Their friend said, 'That means they do not eat meat.'
- Children learn to respect those who may be different to them by discussing different cultures at circle time. Children are eager to learn about families and communities beyond their own, for example learning about the festive season across the world. The children take part in French lessons that introduces them to languages different to their own. They also enjoy looking at the dual-language books. Children develop a family tree and share their family uniqueness with friends.
- Children react very positively to staff during their play and show high levels of engagement. For example, babies are immersed in making food for baby reindeers, cruising around the table scooping oats into pouches. They show excellent concentration and perseverance as they remain focused.
- The manager and staff are wonderful role models for children, which supports all children to learn and achieve, including those with special educational needs and/or disabilities. Staff quickly identify any concerns about a child's development. They work closely with parents and act swiftly to seek intervention from other professionals. Any changes for children are extremely well planned.
- Parents receive excellent communication from staff about their children's time in the nursery. Staff listen to parents and give them support. For example, leaflets are produced to offer information and ideas of how to support their children's learning at home. Parents are extremely positive about the staff; they report how their children have become extremely confident and sociable.
- The recently appointed management team positively shares and promotes their clear vision for the nursery. For example, recent, significant changes to most of the rooms have been made to further enhance the learning environment. This gives children access to new teaching ideas that can now be implemented. However, this has not yet been embedded in all the rooms. Staff report they are well supported, and their ideas are listened to. They say their well-being and professional development is a high priority.

Safeguarding

The arrangements for safeguarding are effective.

Robust safer recruitment procedures ensure that all staff are suitable to work with children. Managers have an exceptional focus on safeguarding training, which means all staff have a detailed knowledge of how to respond to child protection and safeguarding issues. Ongoing discussions and quizzes help staff test out their understanding. Staff know the importance of following correct procedures, including keeping associated records. A robust procedure is in place for children

with allergies. Staff carry out risk assessments in the indoor and outdoor environment with rigour to help keep children safe.

What does the setting need to do to improve?

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

- continue implementing their ambitious plans to enhance the learning environment to ensure all children benefit from the new teaching ideas
- enhance staff's understanding and practice of how to provide challenge to younger children to support them in developing a wide and varied vocabulary.

Setting details

Unique reference number	EY459185
Local authority	Sefton
Inspection number	10214015
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	140
Name of registered person	Streatham House Nursery Ltd
Registered person unique reference number	RP904116
Telephone number	0151 924 2445
Date of previous inspection	3 March 2017

Information about this early years setting

Streatham House Nursery registered in 2012. The nursery employs 36 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 to 6. The nursery opens from Monday to Friday for 51 weeks per year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lysa Randle

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector carried out a joint observation of an activity with the manager.
- Parents spoke with the inspector at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the suitability checks of all adults 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.

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