

Inspection of Mossley Hill Childcare (2)

Fullwood Lodge, Aigburth Drive, Liverpool, Merseyside L17 4JE

Inspection date: 27 January 2022

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

Children are engaged and happy at this setting. They thrive in the calm, well-organised environment, which helps them to relax and immerse themselves in learning. Children show impressive levels of attention. They recall things they have learned in the past and relate this to their play and planned activities. They are eager to show off their knowledge. For example, three- and four-year-olds bounce on their knees in excitement as they wait for their turn to identify numbers in stories. They confidently count out loud and estimate how many objects are in groups. Staff recognise children's hard work and offer praise and encouragement in return. This helps to secure the strong, affectionate bonds children have with their key workers.

The provider has made some changes in response to the COVID-19 pandemic. For instance, there is now a strong focus on outdoor play and learning. Children embrace this. They animatedly talk to staff about things they hear and see in the environment. They are keen to practise their drawing skills and name shapes with ease as they trace with chalks on the pavement. Children behave well. They respectfully listen to their friends and staff. They encourage one another and express themselves with ease. For example, children share stories about times that they have felt happy, excited and brave. They demonstrate a sound understanding of these complicated emotions.

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

- Staff know their key children well. They plan enriching activities based on children's levels of development and interests. This helps children to feel engaged with their learning. The well-thought-out curriculum supports all children to move towards their current learning goals, including those with special educational needs and/or disabilities (SEND). Children are curious learners. They beam with delight as they repeat French words, follow dance instructions and dig for treasures in the sand. They share with the inspector that they have 'so much fun' at this setting.
- The manager and staff place importance on children's emotional well-being. This shows in the children's high levels of resilience. Children get comfortable and stretch out their bodies as they listen to some peaceful stories during meditation. They embrace this activity as a tool to help them to relax. Staff encourage children to think about their feelings and the feelings of others. Children are compassionate, kind and thoughtful, especially towards their friends.
- Children role play as dentists and discuss the different food choices they make at home. They understand the difference between healthy and unhealthy snacks. Children feel proud as they share that they eat 'strawberries' because 'fruits are

good for you'. Staff extend children's learning by talking to them about their bodies and nutrition. However, some staff have fizzy drinks in the room where children play. This undermines the lessons children are learning about healthy choices.

- The special educational needs coordinator is passionate about her role. She is committed to helping children with SEND achieve their learning goals. She supports all staff to provide consistent approaches and teaching that meets the individual needs of every child. Any gaps in children's development are swiftly identified and targeted and supportive plans are put in place. This means all children fulfil their potential and make good progress. Furthermore, these measures help children to feel valued and heard.
- Parents have high praise for the setting. They commend the staff for their support. Parents feel that any worries they have regarding their children are alleviated by the manager and staff. For instance, parents appreciate that children who are fussy eaters are encouraged to try new, nutritious foods at the setting. Parents comment that staff 'all go above and beyond' for their children and describe the setting as 'the very best'. Staff work closely with parents in order to ensure children have consistent learning at home and in the setting. They send home useful games and activities that parents can use to aid their children's ongoing development. Children enjoy this and eagerly tell staff about the new things they have learned at home.
- The manager recognises the importance of staff well-being. She encourages staff to embark on new learning opportunities, such as training courses. Staff feel supported and appreciate that they are not placed under any undue stress. This enabling environment helps to create a positive, enriching culture for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager, designated safeguarding lead and staff have a thorough understanding of their roles and responsibilities. They recognise the signs and symptoms which may indicate a child is being abused or neglected. They confidently know what steps to take should they have any concerns about a child, or with the conduct of the manager or staff. Staff regularly risk assess the environment, checking for potential hazards. The premises are secure, with locks on all entrances. This means staff can vet any visitors before they come into contact with children. This culture of awareness helps to 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:

- strengthen staff's awareness of the importance of role modelling and leading by

example, to further support children's understanding of how to keep themselves healthy.

Setting details

Unique reference number	2604315
Local authority	Liverpool
Inspection number	10220752
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	2 to 4
Total number of places	32
Number of children on roll	20
Name of registered person	Mosley Hill Childcare Limited
Registered person unique reference number	RP911232
Telephone number	01517276117
Date of previous inspection	Not applicable

Information about this early years setting

Mossley Hill Childcare (2) registered in 2021. It operates all year round, Monday to Friday, from 8am to 6pm. The setting employs four members of childcare staff, all of whom are hold appropriate early years qualifications at level 3. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

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 deputy manager and a member of staff discussed the curriculum and the impact it has on children's development with the inspector.
- During a joint observation, the manager and the inspector evaluated the quality of education provided.
- Discussions were held with staff, parents and children, who offered feedback about their experiences with the setting.
- The inspector scrutinised appropriate documentation, including paediatric first-aid certificates and evidence of staff suitability.
- The baby unit and toddler units are not currently being used. The inspector explored the provider's understanding of provision for these age groups to ascertain her ability to provide for such children in the future.

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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