

Inspection of Mossley Hill Childcare

Mossley Hill Childcare Ltd, Mossley Hill Drive, Liverpool, Merseyside L17 0ES

Inspection date:

26 January 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Older children are happy, settled and engaged with learning at this setting. However, some younger children struggle to settle and become upset throughout the day. Staff work hard to meet the emotional needs of these children, but they do not always succeed. Children behave well. However, inconsistent strategies used by staff mean that children feel more confident in some rooms compared to others. Children feel overwhelmed at times, but become independent, curious learners when they move to a different environment.

Children enjoy activities planned by staff. They bounce up and down excitedly when they realise physical education lessons are about to begin. Pre-school children follow instructions very well and thrive off the embedded routines. This helps to prepare them for their upcoming move to primary school. Toddlers explore in sand and water. They stare, mesmerised, as staff model how to tip contents from one pot to another. Babies giggle and attempt new balancing skills. They show real pride as they begin to pull themselves to standing for the first time. Staff recognise children's accomplishments and offer praise and support.

The manager has made some adaptations in response to the COVID-19 pandemic. Children now enter the setting independently and, for the most part, happily. This means that they begin to learn new skills, such as taking off their own coats and hanging them up. Children wait patiently to be taken to their rooms and wave goodbye to their parents.

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

- The manager does not identify all areas of development within her setting. She fails to recognise that some staff need further training and support to understand effective strategies which may help children to settle. Staff offer consoling cuddles and reassuring words to children. However, when this does not work they do not know what to try next. This means some children remain upset for long periods of time. The manager also does not recognise that staff use differing strategies across the nursery. She has not identified what works and what does not. This means that some children feel happy and confident in one room, but upset in another.
- Staff know their key children well. They plan helpful activities to support children to meet their current learning goals. Staff skilfully introduce counting, language and new elements of learning into children's independent play. This helps to support children's development.
- Children enjoy their interactions with staff. They regularly invite staff to join their play and show connections with the familiar staff in their rooms. As a result, children feel confident when they meet new people. They eagerly take the

inspector by the hand and introduce her to all of their friends and show off their favourite toys.

- Parents show high levels of support for the manager and the staff. They appreciate the progress their children make while at this setting. Parents particularly commend the relationships key persons have with their children. They feel 'well informed' about their children's development and express that 'communication is great'. Parents feel relieved when their children 'come out of nursery happy and smiling every day'.
- Staff feel happy in their roles. The manager places importance on monitoring and supporting staff well-being. Newly inducted staff feel that they are well prepared for their roles. They know they can rely on other staff and the manager for guidance and help if needed.
- Staff access regular training to help ensure their quality of teaching is constantly evolving. They are eager to add new elements to the curriculum. For instance, babies begin to enjoy yoga classes. They feel different textured scarfs and stretch out on mats, attempting to relax. However, these exciting new activities are at times disrupted by upset children. Staff struggle to distract and soothe these children, and the manager has not offered coherent support or training to equip staff to help more effectively.
- Children's communication and language skills are well supported. Babies point to family photographs and stare at staff as they name different people. Toddlers enjoy stories read aloud by staff and eagerly select the next one to read. Pre-school children hold extended conversations with staff over the social lunchtime. All children make good progress, including those with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities. They recognise the procedures they must follow should they have any concerns about a child, or the conduct of the manager or the designated safeguarding lead. Staff can confidently identify signs and symptoms which may indicate a child is being abused. They know how important it is to document and share this information with relevant agencies. The manager and the designated safeguarding lead know the procedures they must follow if concerned for a child's welfare. They access regular training to help them to stay abreast of safeguarding updates relevant to their area. This helps to create a culture of awareness and helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the needs of children who are settling in or struggle to manage their emotions are met consistently.	01/03/2022

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

- evaluate good practice more effectively and consider how to disseminate this practice with others, to ensure consistent approaches for all children.

Setting details

Unique reference number	EY344957
Local authority	Liverpool
Inspection number	10220750
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	64
Name of registered person	Mosley Hill Childcare Limited
Registered person unique reference number	RP911232
Telephone number	0151 727 6117
Date of previous inspection	15 November 2018

Information about this early years setting

Mossley Hill Childcare re-registered under a new company name in 2007. The nursery employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, and one holds a level 2 qualification. In addition, the manager has qualified teacher status and early years professional status. The nursery opens Monday to Friday, all year round. 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

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 manager and the inspector discussed the curriculum offered and the impact this has on children's development, during a learning walk.
- Staff, children and parents shared their feedback and experiences of the setting with the inspector.
- During a joint observation, the manager and the inspector looked at the quality of education provided and evaluated this together.
- The inspector scrutinised appropriate documentation, including paediatric first-aid certificates and documents detailing the suitability of staff.
- Leadership and management discussions were held throughout the inspection between the inspector and the manager.

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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