

# Inspection of Woolton Village Day Nursery Ltd

Mount Street, Woolton, LIVERPOOL L25 6HL

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Inspection date: 10 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

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 eagerly to nursery and receive a warm welcome from friendly staff. They are confident, settle quickly and begin to explore a wide range of resources. Children are supported by caring staff, who have high expectations for their learning. Children are safe, happy and ready to learn. They display positive behaviours during their play. For example, pre-school children display high levels of engagement as they take part in adult-led activities, while younger children remain focused during independent play. Children show their developing independence, as they hang up their coats, hats and bags themselves.

Children are keen and curious learners. They make choices and decisions, such as where to play and what exciting resources to play with. For example, they enjoy exploring different materials, such as glitter and pom-poms, while making art pictures. Children have opportunities to develop good physical skills and coordination. Toddlers keenly 'wash' large animal resources with foam. Pre-school children knead dough. They manipulate it with their fingers and use rollers and cutters carefully. Outdoor activities include obstacle courses in teams, digging in soil and riding trikes. Children are well prepared to make the move up to the next room and on to school.

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

- Overall, staff plan and deliver the curriculum effectively to encourage children's interests and development and they make good progress. Staff support children to extend their vocabulary. For example, staff introduce new words, such as 'stingray' and explain to children what this animal is and where it lives. Staff sit with babies and read to them with energy and enthusiasm. This sparks their interest in stories and rhymes. Young babies explore books independently. They turn the pages and point to the illustrations. Toddlers make marks in foam and pre-school children are starting to form some recognisable letters and numbers while also playing in foam. These opportunities to explore literacy help children to be ready for school.
- As a direct result of the COVID-19 pandemic, leaders have struggled with staff recruitment. Leaders have taken on more of a practitioner role, and the monitoring of staff practice has not been given the highest priority. As a result, learning intentions that staff identify are sometimes too broad and do not target children's learning precisely. This means that, at times, children's learning is not focused as well as possible to extend their knowledge even further. For example, children are asked to recognise and match shape and colours when they are not ready for this stage of learning.
- Staff seek a range of information from parents about their children's starting points. They observe children closely, sharing the two-year-old progress checks

with parents and other professionals. This helps staff to quickly identify when children need additional support. For example, staff assess children's early language skills and take prompt action to address any gaps in their communication and language.

- Staff have high expectations of what children can achieve. Children explore downloaded interactive activities on a computer. Children play cooperatively and solve problems together. For example, they know how to operate the interactive computer game and develop their mathematical skills as they complete the puzzles and games.
- Staff help children develop their independence. They support children to wash their hands before eating and babies to feed themselves with cutlery during lunchtime. However, some daily routines are not used well enough to support children's learning and development. For example, during tidy up and lunchtime routines children spend long periods in group activities, which not all children want to take part in. This has an impact on the way children behave and engage.
- Although parents no longer enter the nursery, due to the COVID-19 pandemic, they comment that staff share information daily with them about children's achievements and care. Furthermore, they say they get ideas to continue to support their children's learning at home. Parents report that their children are happy and settled at the nursery.
- Children in receipt of additional funding make good progress. Staff use funding well to provide children with learning experiences that they may not usually encounter. For example, children explore recently purchased resources to support children's language development in the outdoor area. They help to look after the nursery's two new guinea pigs. Children visit the local community, going on bus rides to the museum and parks. As a result, children's social communication skills are improving.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are deployed well. Ratios are met and staff demonstrate a secure understanding of how to deal with accidents and injuries. Children receive close supervision. Staff who are qualified in paediatric first aid are available to support children during any emergencies. Robust recruitment procedures are in place. Staff undergo stringent checks to ensure that they are suitable to work with children. Leaders ensure that all staff receive safeguarding training. Leaders check that this knowledge is fully understood. All staff know what to do if they are concerned about the welfare of a child or the conduct of a colleague. Staff carry out checks of the premises to ensure that children play in a safe and secure environment.

## **What does the setting need to do to improve?**

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

- help staff to precisely identify what it is they intend children to learn from all activities, to raise the potential for children's learning even further
- support staff to further improve the organisation of routine events to enhance learning experiences during these times.

## Setting details

<b>Unique reference number</b>	EY463241
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10199211
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Woolton Village Day Nursery Ltd
<b>Registered person unique reference number</b>	RP532641
<b>Telephone number</b>	0151 4287888
<b>Date of previous inspection</b>	14 May 2018

## Information about this early years setting

Woolton Village Day Nursery Ltd registered in 2013. The nursery employs 13 members of childcare staff. Of these, one holds a recognised early years qualification at level 4, eleven hold qualifications at level 3, and one is an apprentice. The nursery opens Monday to Friday from 7.30am until 6pm for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## 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 completed a learning walk. The intent of the curriculum was discussed.
- The quality of education was observed. The inspector assessed the impact this has on children's learning.
- A joint observation was carried out by the inspector and the manager.
- A range of documentation was sampled by the inspector, including evidence of the suitability and training of staff.
- The views of parents were obtained by the inspector through discussions.

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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