

# Inspection of Kelton Nursery and After School

Kelton Nursery, Park Avenue, Mossley Hill, LIVERPOOL L18 8BT

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Inspection date: 8 April 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 enjoy a warm welcome when they arrive at this nursery. They are kept safe by experienced and well-qualified staff in a nurturing environment. Children enjoy access to an extensive garden space, which includes an exciting range of resources, such as a large-scale water exploration area. These experiences provide children with lots of opportunities to develop their thinking and to test out new ideas.

Children take care of their friends and the learning environment. They understand what is expected of them and respond positively to the high expectations of their behaviour. Even the youngest children know to wait their turn during group games or practical tasks.

Children are encouraged to talk about their ideas and experiences. They are listened to and given time to respond to questions. Staff value children's responses, which helps to build their confidence. For example, when children talk about their upcoming holidays, they know that adults will be excited to hear about their adventures when they return. As a result, children are eager to talk and express their views.

Children benefit from many opportunities to develop their independence. For example, they serve their own lunch. Due to COVID-19 restrictions, parents do not always come into the rooms, but children confidently change into their indoor shoes and put their things away. They know when to ask for help and staff act promptly to support them if needed. This helps children to foster a real can-do attitude.

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

- Transitions into the nursery are managed well. Staff work effectively with parents to make sure that they know each child before they attend. Children have regular visits before they start the nursery. This helps them to build their confidence and also enables them to forge strong attachments with their key person. Parents value the way in which the settling-in process is personalised to each child.
- Literacy is promoted well throughout the nursery. For example, children enjoy selecting books from the outdoor literacy shed and re-enacting stories as they play. They also enjoy familiar stories and rhymes. Even the youngest children are able to select their favourite rhymes to sing.
- Children are becoming confident communicators, who are able to express their views and ideas. Those who are not yet using words are given the time and encouragement needed to make their needs known. Staff extend children's

vocabulary as they talk to them during their play. For example, they discuss what happens to the water from the puddles when it evaporates. However, staff, occasionally, construct sentences incorrectly. This means that children do not consistently hear correct grammar, which does not support them to use more complex sentences.

- Children enjoy the space to express their ideas and follow their interests, both indoors and outdoors. They are offered thoughtfully resourced experiences that link to their learning needs. During the inspection, a nappy changing activity was planned to support a child with a new baby sibling.
- Parents are extremely happy with their children's experiences in nursery. They value the way that their children's individual needs are supported. Parents also praise staff who show that care is taken to ensure no child feels left out. For example, staff ensure that dietary needs are catered for, so that all children can have party food during celebrations.
- Staff understand how children learn and develop. However, some group activities are too challenging for some children. During these activities, staff do not implement effective strategies to keep all of the children engaged in the task. As a result, some children are unable to successfully join in with the activity and lose interest. This interrupts their learning.
- Children persevere and try hard. For example, they look inside a tyre and wait patiently for the spider to reappear. They take time to look carefully at flowers and mix the matching colours before painting images of them. Photos of children's artwork and experiences are proudly displayed throughout the nursery. This allows children to recall past experiences and celebrate their achievements.
- The well-being of children is a priority. Cosy spaces are shared at quiet times, making it easy for children to explore their emotions with staff. A 'worry hand' on the wall is also used as a prompt to help children to talk about their worries.
- Leaders are passionate and have a clear vision for improvement. They provide a great deal of support to staff by developing their knowledge and sharing good practice. Leaders are working with staff to adapt the curriculum to ensure that activities planned consistently build on what children know and can do.
- The support for children with special educational needs and/or disabilities (SEND) is strong. Staff reflect on children's individual needs and adapt the curriculum accordingly. For example, staff provide extra support and resources to support children's social skills. These are also shared with parents. As a result, children with SEND are given the support they need to help them to succeed.

## Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe by staff who understand what action to take if they have a cause for concern about a child. Through effective training and regular in-house discussions, staff develop a breadth of safeguarding knowledge. Staff and leaders know what to do if an allegation is made about a colleague. Robust systems and processes are in place for the safe recruitment and induction of new staff. This

ensures that children are cared for by suitable adults.

Staff implement effective risk assessments to ensure that all areas are safe for children to use. Children learn about the importance of keeping themselves safe through interactive displays and books. For example, these resources are used to help children understand when it is ok to say 'no'.

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

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

- ensure group time activities meet the individual learning needs of all children
- encourage staff to construct sentences correctly, to enhance further children's communication skills.

## Setting details

<b>Unique reference number</b>	EY372052
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10219734
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	184
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Kelton Day Nursery Committee
<b>Registered person unique reference number</b>	RP524955
<b>Telephone number</b>	01517 245 802
<b>Date of previous inspection</b>	11 August 2016

## Information about this early years setting

Kelton Nursery and After School registered in 2009. The nursery employs 29 members of childcare staff. Of these, seven hold an appropriate early years qualifications at level 6, one holds level 5, 10 hold level 3 and three hold level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. 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

Dawn France

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of activities with the manager and deputy manager.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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