

Inspection of Rockbourne Day Nursery Ltd

Rockbourne Avenue, LIVERPOOL L25 4TN

Inspection date: 22 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children of all ages are very happy and confident at this warm and welcoming nursery. Babies in particular thoroughly enjoy singing songs as they join in with actions and use musical instruments. They giggle in delight and excitedly clap their hands in anticipation of the next song. Toddlers explore with eagerness and enthusiasm as they independently choose what they want to play with. They enjoy mark-making activities, exploring plastic farm animals and filling containers in the sand tray. Pre-school children plant flowers in the garden and fill containers with water. They climb and balance with increasing skill and confidence as they navigate the space available. Children display a positive attitude to learning and are highly motivated.

Children behave well for their age and understand what is expected of them. They quickly follow the instructions given by staff and relish helping with small tasks. For example, pre-school children work collaboratively to sweep up sand that has spilled from the tray. Children have helped devise the nursery's rules, such as 'kind hands', 'listening ears' and 'walking feet'. Children are learning to share and to take turns through staff's consistent reminders.

Staff have high expectations of what children can achieve. They have supported children throughout the COVID-19 pandemic to develop their resilience, emotional well-being and confidence in social situations as they become accustomed to playing in larger groups again. Children are confident around the inspector, eagerly asking questions and sharing their favourite toys.

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

- Children's communication and language development is given high regard. Overall, staff are skilled at supporting children's emerging language skills. They engage in back and forth interactions, modelling conversation and using repetition and descriptive language. However, occasionally staff do not model the correct pronunciation of words. Furthermore, they do not use questioning techniques consistently. Although staff ask thought-provoking questions, sometimes children are not given sufficient time to think, respond and share their ideas.
- Staff weave mathematical concepts through children's play and experiences. For example, in the sand tray, staff use language such as 'full', 'empty', 'more' and 'less'. Those working with younger children continuously model counting and sing a range of number songs. Young children use this language in their play and confirm their understanding as they count the coloured blocks that they have.
- Staff teach children about life in modern Britain. They help children to

understand where they come from and their place in society. Celebrations reflect children's individual heritage and culture. For example, special French and Danish activities are planned to support children's understanding of the wider world around them, people and communities.

- Support for children with special educational needs and/or disabilities is strong. Staff are extremely knowledgeable and are skilled at quickly identifying additional support and securing special interventions that children may need. Staff implement clear and consistent strategies in close partnership with parents. This supports all children to make good progress in their learning and development.
- Children's health and well-being are promoted well. Staff teach children the importance of dental hygiene and being physically active. Children enjoy outdoor play, where they develop a range of skills as they engage in energetic play. Yoga and mindfulness sessions help children to control and regulate their breathing. This in turn has a positive impact on their behaviour and readiness to learn.
- The dedicated and enthusiastic staff team feels exceptionally well supported. Staff are led by passionate leaders who continuously strive to provide high standards in children's care and education. Staff benefit from purposeful supervision meetings and observations of their practice. Regular staff meetings encourage staff to be reflective and further develop their practice, knowledge and understanding. Staff engage in a wealth of training that contributes well to the positive outcomes of children.
- Partnerships with parents are robust. Parents are extremely complimentary about the staff team and comment positively on the progress that their children have made. Staff communicate well with parents to ensure that they are fully informed about their children's progress. They share ideas for activities at home and help parents to manage routines such as mealtimes and sleep.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very detailed awareness of the action they would take should they have concerns about a child's welfare. They confidently describe the possible signs and symptoms that may indicate a child is suffering from harm. Leaders require all staff to refresh their training regularly to ensure that their knowledge and skills remain up to date. Safeguarding is routinely discussed at all staff meetings and any gaps in understanding are quickly addressed. Staff are aware of the nursery's whistle-blowing arrangements and how to report concerns about a colleague's practice or conduct.

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 understand the importance of modelling the correct pronunciation of words to support children's emerging communication and language skills effectively
- strengthen staff's awareness of skilful questioning techniques so that children are consistently given sufficient time to think, respond and share their ideas.

Setting details

Unique reference number	EY463247
Local authority	Liverpool
Inspection number	10232732
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	90
Number of children on roll	105
Name of registered person	Rockbourne Day Nursery Ltd
Registered person unique reference number	RP532644
Telephone number	0151 4880768
Date of previous inspection	1 September 2017

Information about this early years setting

Rockbourne Day Nursery Ltd registered in 2013. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above, including one with a qualification at level 5. The nursery opens Monday to Friday, from 7.30am until 5.30pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Cox

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 her evaluation of the provider.
- Discussions were held with parents, the manager 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 manager and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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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