

Inspection of Anfield Pre-School

St Columbas Church, Pinehurst Road, Liverpool L4 2TZ

Inspection date: 12 July 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 happy and settled in this pre-school. Staff are close by to offer children reassurance and encouragement. This supports children's emotional well-being. Children seek out staff for comforting cuddles and show staff lots of affection. This shows that children feel safe and secure in this pre-school.

Children follow and understand the setting's rules, with some gentle reminders from staff. They behave well and are incredibly polite. Children are making good progress in their learning. This is due to leaders and staff having high expectations for children's development. Children have great fun learning in the outdoor environment. They practise their coordination skills as they work together on large scooters. Children enjoy filling and emptying containers in the large sand area. They experiment with how they can move the sand, using their hands and spades.

Leaders have identified some gaps in children's learning as a result of the COVID-19 pandemic, particularly in children's personal, social and emotional development and their communication and language development. Leaders have put in place effective measures to support children, such as creating communication-friendly spaces in the pre-school environment. This has helped to close the gaps quickly.

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

- Leaders have a clear vision for what they want children to learn next. They plan an exciting curriculum that supports children to build on what they already know and can do. However, on occasion, staff do not encourage children to develop high levels of involvement and engagement in activities. Therefore, some children move quickly from one area of the provision to another.
- Staff use observations and assessments effectively to identify children's next steps in learning. They incorporate number, counting and colour recognition into children's learning. However, staff do not consistently support children to learn about different mathematical concepts in their play.
- Children enjoy stories and songs with staff at different times throughout the day. Staff hold meaningful back-and-forth conversations with children. They use effective measures, such as visual aids, to support children with their speech development. Staff model new words and sentence structures to children during their play. This supports children with their growing vocabulary.
- Staff know the children incredibly well. They plan activities that support children with their emotional well-being. Children identify and express their feelings incredibly well. Staff tailor settling-in sessions to meet the individual needs of children. This supports children to feel confident about their move to their next stage in learning.
- Children learn some of the ways to live a healthy lifestyle. They have daily

opportunities to learn outside, where they can exercise and get fresh air. Children learn about the importance of teeth hygiene and how they can look after their teeth by regular brushing and eating healthy foods.

- Children with special educational needs and/or disabilities are supported very well. Staff are highly trained to support children's different needs. They identify children's individual needs and work very well with other professionals. Tailored plans are put in place for children. These support children to make the progress that they are capable of.
- Children learn about what makes them unique. Staff support them to understand similarities and differences between themselves and others. Children learn about different cultures and ways of life to those of their own. This supports children to understand the world around them.
- Leaders evaluate the provision effectively and put plans in place to make improvements. For example, they have recently changed the way they do snack time to support the needs of children. Staff keep up to date with their mandatory training. They have recently completed training to support children's communication and language development to the highest level.
- Parents speak highly of the pre-school. They comment on the high quality of support that staff provide for their children. Parents talk about how staff share different strategies with them that they can use at home. They feel these help their children with their development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding. They are aware of the possible signs and symptoms of abuse. Staff understand the correct procedure to follow if they have a concern about the welfare of children. There is a whistle-blowing policy in place that is understood by staff. Leaders and staff are trained in paediatric first aid and keep this up to date. Regular checks of the indoor and outdoor environments are carried out to ensure that these are safe for children. There is an effective emergency evacuation procedure in place that is understood by children and staff.

What does the setting need to do to improve?

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

- support staff through training and coaching to deliver a stimulating curriculum for mathematics, introducing children to different mathematical concepts
- enhance experiences for children to support them to develop high levels of involvement and engagement in activities.

Setting details

Unique reference number	2537979
Local authority	Liverpool
Inspection number	10215258
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	1 to 4
Total number of places	40
Number of children on roll	71
Name of registered person	Rosie and Jim's Childcare Limited
Registered person unique reference number	RP910807
Telephone number	07551006771
Date of previous inspection	Not applicable

Information about this early years setting

Anfield Pre-School registered in 2019. The pre-school employs 12 members of childcare staff. All staff hold appropriate early years qualifications, including the manager who holds a qualification at level 6. The pre-school opens from Monday to Friday, term time only. Sessions are from 8am until 5pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

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 leaders and has taken that into account in their evaluation of the provider.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents 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 special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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