

Inspection of The Nursery @ Ltd

St Christophers Church Hall, Lorenzo Drive, Norris Green, Liverpool L11 1BQ

Inspection date:

8 July 2022 - 10 August 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Although children are happy and settled in this setting, some weak leadership results in breaches of statutory requirement. The management of the setting's procedures is not sufficiently rigorous to ensure that all children's health and welfare needs are identified and addressed. That said, children are, in the main, mostly well supported by friendly and caring staff, who know them well.

As a result of the COVID-19 pandemic, staff offer some additional support to children's personal and social development. Staff role model how to share trowels and take turns with younger children in the sand tray. Children's emotional well-being is mostly well supported. Staff have introduced a sensory tent to provide children with a cosy, safe place to relax. Furthermore, this provides children with special educational needs and/or disabilities (SEND) a safe space to help them feel calm.

Children enjoy a wide range of experiences that are based around their interests and individual learning needs. For example, following a visit to the zoo, older children's interests are captured by the animals. Staff incorporate this into their planning, and children enjoy extending their vocabulary in the zoo hospital role-play area. The nursery has clear values and rules in place, which are embedded throughout the setting. Children use 'indoor voices' and 'walking feet' while inside the setting. Children learn about friendship, kindness and respect through staff's positive reinforcement, which includes 'kindness tokens' to take home. Older children are developing independence and physical skills as they carefully spoon their own strawberries and pasta onto plates at lunchtime. As a result, older children are growing in confidence and preparing for starting school.

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

- While practice to promote children's learning is generally good, procedures intended to support the safe management of the setting are not well organised. Leaders do not implement robust systems to help them monitor and manage accidents, injuries and concerns about children's welfare. This sometimes means they do not identify potential issues and risks. Poorly organised record keeping also means they are unable to demonstrate when they have identified concerns and any action they have taken. This weak management hinders the consistent promotion of children's safety and well-being.
- Staff plan and provide a sequenced curriculum driven by their interests. The children are learning about animals who live in water or on land. The sand and water areas have been enhanced as they learn about the world around them.
- Older children are learning to be independent to prepare them for their move to school. They enjoy making marks with paint brushes in flour to help to develop

their writing skills. Staff also encourage them to copy their names. However, they do not demonstrate this accurately, which hinders early reading skills.

- Communication and language development is promoted to a good standard. This is improving the outcomes for the children's spoken language and increasing their vocabulary. This is further promoted as children share a love of stories with the staff. Older children role play 'The Three Pigs' story. They retell the story, demonstrating their listening skills.
- Equality and diversity are given high regard. Staff provide exciting, first-hand experiences which help children learn about the world around them. They visit the supermarket and the local park and use the bus to travel to the museum. Additionally, the children recently attended a special occasion promoting respect and understanding of other cultures.
- A mostly well-established key-person system helps children to form secure attachments and promotes their independence. Caring staff stroke the faces of the younger children as they peacefully drift off to sleep.
- Partnerships with parents are mostly strong. Parents are kept generally well informed about their children's progress. Staff provide some helpful guidance to parents to support children's learning, although, occasionally, they do not work as effectively as possible in establishing how to promote aspects of children's health and well-being. Parents feel their children are making good progress in their learning. They comment that their children enjoy attending nursery and have developed strong relationships with the caring staff.
- In the main, the support in place for children with SEND is strong. Leaders and staff have sought advice from some other professionals to help them understand how to support children's learning needs. They monitor intervention closely to ensure children make good progress.
- Leaders engage with staff to support their mental well-being. Staff meetings are used for sharing ideas and reflect on practice together. Effective systems are in place for staff supervision sessions. This means staff feel happy, valued and enjoy working at the setting.
- Positive links with local schools means children's transitions are managed well. The children start school with a good foundation of knowledge and skills to support their further learning.

Safeguarding

The arrangements for safeguarding are not effective.

Although staff have accessed regular training and understand some procedures to safeguard children, these are not consistently implemented. Leaders work with some outside agencies to help keep the most vulnerable children safe. However, they do not implement robust procedures to help identify and address risks to children. Leaders are unable to demonstrate how they consistently share concerns with other agencies about children's general well-being, so that help can be provided if needed. Following accidents and injuries to children in the setting, leaders do not consistently carry out robust checks and risk assessments to reduce the risk of recurrence. On occasion, leaders have not shared with other agencies

when concerns have been raised about children's general welfare or about the nature of injuries sustained, including in the setting. Furthermore, the provider has failed to notify Ofsted of some recent significant incidents, which is a requirement of their registration.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the management of information following accidents and injuries, ensuring that children are not exposed to risks and demonstrating how identified risks are managed	06/09/2022
ensure all staff understand and implement the safeguarding policy and procedures, in particular when there are concerns about children's welfare or significant injuries to children while in the care of the setting	06/09/2022
ensure all staff understand and are able to identify signs of possible abuse, neglect or concerns about children's health and welfare at the earliest opportunity, and to respond in a timely and appropriate way.	06/09/2022

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

- strengthen staff knowledge and understanding of how to enhance children's opportunities to develop their literacy skills
- strengthen communication, planning and agreements with parents to help ensure every child's individual needs are continually met.

Setting details

Unique reference number	EY490474
Local authority	Liverpool
Inspection number	10236677
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	42
Number of children on roll	32
Name of registered person	The Nursery @ Ltd
Registered person unique reference number	RP534676
Telephone number	07444824957
Date of previous inspection	31 August 2016

Information about this early years setting

The Nursery @ Ltd registered in 2015. The nursery employs seven members of childcare staff who hold appropriate early years qualifications at levels 2 and 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Emma Ashcroft
Angela Rowley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. An inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out aspects of this inspection as a result of a risk assessment, following information we received about the provider.
- Children spoke to and communicated with an inspector during the inspection.
- An inspector talked to staff at appropriate times during the inspection and took account of their views.
- An inspector carried out joint observations of group activities with the manager.
- Parents and grandparents shared their views of the setting with an inspector.
- An inspector held a meeting with senior leaders.
- The joint managers and an inspector completed a learning walk of all the areas of the nursery and discussed the early years curriculum.

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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