

Inspection of Waterloo Road Under 5's

24A Dunkirk Road, Southport PR8 4RQ

Inspection date: 9 September 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy, excited and emotionally secure as they are welcomed into the nurturing environment of the pre-school. The relationships formed between the children and key workers ensure that children's self-esteem is supported. Children arrive ready to take part in their morning circle time. They are eager to explore and start learning.

Children enthusiastically join in whole-group activities, such as singing, with great enjoyment. Staff have high expectations for the children and provide engaging learning opportunities. For example, children explore how plants grow and plant their own vegetables. As the pre-school does not have its own premises, staff need to set up and pack away daily. This provides an opportunity to tailor the provision to the children's individual interests. The enriching environment captures their attention and motivates the children to learn. Children make good progress from their starting points.

Parents no longer enter the premises as they did before the COVID-19 pandemic. However, they confirm their children settle quickly and information is shared daily. Parents feel supported with their children's care and development. Home learning packs are available, to continue the children's learning at home. These focus on developing their confidence and independence skills.

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

- Managers are very reflective. They know the pre-school's key strengths and have plans for future development. The relatively new staff team have mentors in place, which supports their practice to remain at a good level. However, there is room to enhance staff's professional development to elevate the quality of education to an outstanding level.
- Managers supervise staff, who comment that they feel well supported in their roles. All staff have a clear understanding of their key responsibilities. The majority of the staff team is qualified and trained. Staff observe children, assess their abilities and use what they know to plan activities.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff use early screening assessments to swiftly identify where children require additional support. The manager uses additional funding to support children's individual learning and care needs. For example, they offer children with SEND one-to-one support or buy specific resources and equipment. This supports inclusive learning and development for all children. Staff liaise well with relevant professionals and readily use their advice to ensure all children benefit from the help they need.
- Children develop independence. They learn to hang up their coats on coat

hangers, eat meals sensibly at the table and use the bathroom for handwashing, with minimal support. Pre-school children develop the essential skills they need for school.

- Children's learning opportunities are extended to develop their understanding of the wider world beyond home and nursery. For example, some children do not have access to a garden. Therefore, the pre-school goes out for regular walks to the local woodland to teach the children about nature.
- Staff promote children's language skills effectively. They model language and introduce new vocabulary during activities and conversations. They are encouraged to learn new words, such as 'scooping' and 'pouring' when planting vegetables outside. Children squeal with excitement when they find a snail in the compost. Children develop a good understanding of the natural world.
- Children are encouraged to follow their own interests in both the indoor and outdoor environments. For example, the snail found outside in the compost became the focus of the day. Staff encouraged the children to show respect and care for the snail. The children's learning was extended further by reading books about the snail.
- Parents are highly positive about this pre-school. They are pleased with the progress their children make and how happy they are to attend. Staff ensure parents are kept well-informed, which leads to a 'joined-up' approach in supporting every child. This has a positive impact on the continuity in children's care and learning between the setting and home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident and dedicated to safeguarding children. They have a good understanding of their roles and responsibilities. Most staff have relevant and up-to-date safeguarding training and they know who to contact in different situations. Recruitment procedures are followed, and checks are made to ensure staff's ongoing suitability to work with children. Staff complete daily risk assessments to ensure that children are kept safe and implement simple safety rules. For example, children know not to pass the red flags positioned as boundaries in the outdoor area.

What does the setting need to do to improve?

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

- strengthen professional development opportunities to progress teaching skills to ensure all children receive a high standard of education
- provide staff with more targeted supervision and coaching so they can develop their practice to a consistently high level.

Setting details

Unique reference number	EY479666
Local authority	Sefton
Inspection number	10236403
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	2 to 3
Total number of places	20
Number of children on roll	10
Name of registered person	Wrigg, Elaine Susan
Registered person unique reference number	RP515510
Telephone number	07443451737
Date of previous inspection	22 September 2016

Information about this early years setting

Waterloo Road Under 5's was registered in 2014 and is based in Southport. The pre-school operates from Tuesday to Friday, 9am to 3.30pm, for 38 weeks of the year. There are four members of staff. Of these, three hold appropriate level 3 qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Reeve

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- 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 this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- 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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