

# Inspection of Much Woolton Old School Nursery

School Lane, Woolton, Liverpool L25 7TX

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Inspection date: 27 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 receive a warm welcome from staff who know them well. This makes them feel safe and secure. Children make good progress in their learning as they explore the well-resourced environment. They enjoy being outdoors, whatever the weather. Children in the outdoor water area beam with delight as they master the skill of sucking water into a large syringe and squirting it out again. They are testing out their ideas and developing new skills.

Children are polite and kind to each other. They persevere when things are tricky and help each other out. For example, they work together to build a ramp to send their cars down. Staff have high expectations of behaviour and praise children when they do well. Staff have strong bonds with children and help them to know how special they are. This helps children to develop relationships and make friends.

Children are learning to look after their things and tidy up when they have finished. Throughout the session they choose which area of the nursery to play in. In wet weather, they know to put on wellies and waterproofs to go outdoors. They get these for themselves and seek out help from adults if needed. Children demonstrate confidence and independence.

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

- Staff support children's communication and language development effectively. They comment on what children are doing and ask interesting questions, such as 'Where are you going to go?' and 'How are you going to get there?'. This extends children's thinking and develops their ideas. Staff encourage children to listen carefully and notice sounds around them. This develops their attention and listening skills.
- Children enjoy books and songs together. Books are everywhere in the nursery. Children use these alongside their play. At story times, books are chosen to link to children's interests. For example, a child bringing a stick to nursery led to children enjoying a story about 'Stanley's Stick'. Children are learning to predict what will happen next in stories. At lunchtime, they find place mats with their names on. They are learning to recognise the letters in their name and those of their friends.
- Staff provide many opportunities for children to develop their mathematical skills. They use routines of the day to practise counting together. Mathematical language of size, shape and weight is woven into conversations. In this way, children are developing an understanding of number and measure.
- Parents and carers are very happy with the care and learning experiences offered by the nursery. They say that their children make good progress. Parents report that their children's language has become richer since starting at the

nursery. They value the way in which staff work in partnership with them to help their children to continue learning at home.

- Overall, staff understand how children learn and develop. They monitor children's progress and identify the next steps in their learning. Staff plan activities that challenge children and reflect what they can already do. However, some staff are less confident in precisely extending children's learning during their self-chosen play.
- Children enjoy healthy meals together. They prepare and eat vegetables grown in the garden. Children are physically active as they enjoy the large outdoor space. Here, there are opportunities to climb and balance. They also practise moving large objects around as they build with logs and move buckets of water. This helps children to keep their bodies healthy and supports their well-being.
- The nurturing atmosphere makes it easy for children to express their emotions. Children demonstrate strong bonds with staff and seek them out for reassurance when needed. Children participate in celebrations and fundraising events. This helps children to become aware of differences and the needs of others.
- Leaders have a clear vision for improvement. They support staff to develop their knowledge and skills through professional development. Effective supervisions identify areas for development. Leaders ensure that the most vulnerable children are supported well. Staff and leaders work effectively in partnership with specialist agencies. This means that children with identified special educational needs and/or disabilities make the best possible progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff understand their roles and responsibilities to keep children safe from harm. Staff have good knowledge of the indicators of abuse and the procedures to follow if they have a concern. Robust recruitment and induction procedures ensure that those working with children are suitable and have effective safeguarding knowledge. Staff carry out effective ongoing risk assessments to minimise risk while offering children opportunities for physical challenge. Children are learning how to keep themselves safe. They think about potential hazards as they move around outdoors. Staff and children follow good hygiene procedures that minimise the risk of infection.

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

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

- support staff to consistently recognise and use opportunities to precisely extend children's learning during their self-chosen play.

## Setting details

<b>Unique reference number</b>	EY296283
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10234881
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Rood, Dorothy Leah
<b>Registered person unique reference number</b>	RP908780
<b>Telephone number</b>	0151 428 1101
<b>Date of previous inspection</b>	28 November 2016

## Information about this early years setting

Much Woolton Old School Nursery was registered in 2004. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 3 to level 6. The manager holds early years professional status. The nursery opens Monday to Friday, from 8am until 5.30pm, for 50 weeks of the year. It 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.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- 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 special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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