

Inspection of Central Link Children's Centre Nursery

31 Peter Street, St Helens WA10 2EB

Inspection date:

30 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The provider is ambitious for the children at this setting to have the best start in life and offers the chance for children and their families to develop new skills and attachments. Children feel safe and secure at this setting and separate from their parents confidently. They access an environment that supports their developing curiosity, and they explore the space and resources eagerly. Children are friendly and welcome visitors with inquisitive glances and smiles, secure in the company of familiar adults.

Staff understand the needs of the children and provide challenge to support children in preparation for the next step in their development. Children access the outdoor space. This enables children to make choices and consider their own needs, such as needing a coat or wellington boots. Children are encouraged by staff to communicate their needs. This supports children to develop resilience and communication skills. Children's behaviour is good, and they happily follow the routines, supported by adults, and share space and activities with friends.

The setting remained open during the COVID-19 pandemic. Some systems that were introduced have continued, as parents and staff have found them beneficial. As a result, children settle well.

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

- Leaders provide a service to support the youngest children to become equipped to progress to the next stage of their development. This is achieved by having excellent links with the outside agencies that refer children to this setting. Children's development is supported by this partnership working. As a result, children make good progress.
- Leaders and staff are skilled in assessing and reviewing the needs of children. The staff assess children's development frequently and plan activities to build on children's needs. Therefore, children are challenged and make progress from their starting points.
- Parent partnerships are in place. Parents feel supported and are happy with the care and information sharing processes in place. A parent reported that staff are 'amazing' and that their child has developed physical skills that they had not imagined possible before their children joined the setting. The children are supported by the positive relationship between the staff and parents, which provides a consistency of care.
- The curriculum offers opportunities for children to explore all areas of learning. For example, children develop a love of early reading through use of a lending library that provides books for families to enjoy at home. However, there are limited opportunities for children to develop mathematical skills.

- Staff provide opportunities for children to access the local environment, with trips to the library and local attractions. However, children do not have opportunities to explore the diversity of their community while attending the setting. Therefore, children are not aware of different cultures beyond the setting.
- The setting has links with the attached children's centre. Parents and families can utilise the resources on offer there, such as courses and events to support well-being. Families can access the support on offer during term-time breaks. This allows children's needs to be supported by all carers.
- Leaders have established systems for assessing children as they transition to new settings. The manager has developed excellent links to support this transition. This robust process supports parents to feel confident when their children progress onto the next phase of their learning journey. Children are supported well through change.
- Staff support children with special educational needs and/or disabilities. They work closely with other professionals to identify strategies to support children's individual needs. These strategies help children to learn new skills and develop.
- The manager has developed a robust supervision process. This provides staff with the opportunity to identify training that has a positive impact on the experiences offered to the children. A recent focus has been on supporting parents' communication with their children. Children benefit from the support given to their families.
- The provider failed to notify Ofsted of a significant event. However, the provider took all reasonable steps to promote children's safety, meaning there was no impact on children. The provider recognises that this was an error and is aware of their responsibility to inform Ofsted of all required information. The provider is committed to working with Ofsted in the future.

Safeguarding

The arrangements for safeguarding are effective.

There is a robust recruitment and induction process in place. The manager ensures staff training is up to date. Staff are aware of what they must do should they have concerns about a child's welfare, and they can identify the signs of abuse. Staff also demonstrate a good understanding of what to do and who to contact if there are concerns about any member of the staff team.

What does the setting need to do to improve?

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

- develop opportunities for children to consistently explore mathematics
- provide opportunities for children to develop an awareness of the diversity of the community, in preparation for life in modern Britain.

Setting details

Unique reference number	EY482713
Local authority	St Helens
Inspection number	10233313
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 2
Total number of places	12
Number of children on roll	10
Name of registered person	St Helens Metropolitan Borough Council
Registered person unique reference number	RP526923
Telephone number	01744 673444
Date of previous inspection	12 October 2016

Information about this early years setting

Central Link Children's Centre Nursery registered in 2014. The nursery opens Monday to Wednesday, term time only. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery supports children who have been referred to them under specific criteria.

Information about this inspection

Inspector

Jessica Leong

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 the areas of the setting and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection and took account of their views.
- The inspector observed the equality of education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- Parents shared their views on the setting with the inspector.
- The inspector reviewed relevant documents. This includes staff suitability checks and paediatric first-aid certificates.

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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