

Inspection of Kristaval Day Care

19 Warrenhouse Road, Brighton-le-Sands, LIVERPOOL L22 6QN

Inspection date: 21 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

This is a fun, warm and welcoming nursery. Children feel secure and happy with the friendly staff. Staff know each child well and ensure their individual needs are met. For example, if children feel unsettled when they arrive, staff give extra cuddles to help them settle into the morning activities. Children learn from a broad curriculum that reflects their interests and builds upon what they know and can do. For example, children line up large crates to make a train in the garden and staff help them to count the carriages. They develop fine motor skills by taking apart an old turntable with real tools. Staff support children to explore and be curious. Children are interested in what they are doing, are motivated to learn and all make good progress.

Overall, staff have high expectations of all children and encourage them to 'have a go'. Children cooperate with others and remind each other of the rules. They learn from the respectful behaviour modelled by staff. Children say, 'I am sorry, you will have to wait a minute,' when their friend asks for a toy. Children patiently take turns in a matching-pairs game and celebrate each other's success. Children learn to move around and use resources safely, as each room buzzes with activity.

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

- Staff deliver a broad curriculum and provide engaging activities. Staff base activities around themes that children show interest in. Pre-school children learn about sharing and friendship through the story 'Rainbow Fish'. They develop creative skills by making their own fish from different materials. They count the scales, name the colours and show pride in their finished work. Children show that they remember what they have learned when they talk about past experiences.
- Children have many opportunities to develop their communication and language skills. Staff model clear speech and use a good standard of English. Staff ask thought-provoking questions and show children that they are being listened to. This encourages children to speak confidently.
- Staff read to children often during play and daily routines such as circle time. Children excitedly join in with parts of the story that they know. Staff bring stories to life with the use of props such as a 'curious' teddy bear. This helps children acquire a love of reading and use a wide vocabulary.
- Overall, staff use assessment effectively. They identify what children know and can do and what they need more support with. Assessment is used to help to identify and close gaps in children's learning quickly. However, on occasion, some staff do not use assessment consistently to precisely challenge children to make the best progress possible.
- Children respond promptly to instructions and requests from staff. This helps to

ensure they are ready to learn. For example, children attend a 'forest school,' where they learn how to be safe while exploring the woods. The good standard of behaviour ensures that children understand and follow the rules.

- Children feel secure. Babies develop confidence to explore due to the sensitive, attentive care they receive. Children climb the indoor slide with the reassurance and encouragement of staff. Older children learn to talk about how they feel. This helps children to develop the emotional literacy they need to express themselves.
- The leadership team has an ambitious vision of the care and education they want to provide. They follow detailed action plans to improve and enhance what the setting offers. They have developed new opportunities to learn outside of the setting and have strengthened links with local schools.
- Leaders ensure their staff are well motivated and enthusiastic. Staff feel well supported to manage their workload and their views are valued. However, leaders do not always precisely identify ways in which staff can continue to improve their practice to an even higher standard.

Safeguarding

The arrangements for safeguarding are effective.

Staff engage with parents and other agencies to ensure children's safety and welfare. Staff know, and are alert to, the signs and symptoms of abuse. Staff explain the procedures they would follow if they suspected a child was being neglected or emotionally abused. The nursery has an effective system for recording incidents and accidents. Children learn about the different ways they can keep themselves safe. The nursery ensures that personal electronic devices are not used within the setting. Staff hold valid paediatric first-aid certificates and know what action to take in an emergency. Leaders carry out suitability checks before staff begin working in the setting.

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 use their assessments of what children know and can do consistently to inform teaching and provide suitably challenging activities
- monitor staff practice more precisely to continuously support them in raising the quality of teaching to the highest level.

Setting details

Unique reference number	EY450777
Local authority	Sefton
Inspection number	10235904
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	90
Name of registered person	Kristaval Day Care Limited
Registered person unique reference number	RP531816
Telephone number	0151 9313773
Date of previous inspection	17 February 2017

Information about this early years setting

Kristaval Day Care was registered in 2012. The nursery employs 22 members of childcare staff. Of these, two hold qualifications at level 6, including the manager who has early years professional status. 13 staff hold qualifications at level 3, two hold qualifications at level 2 and five are unqualified. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Myatt

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 setting.
- The manager took a learning walk with the inspector. They discussed the curriculum and what they want their children to learn.
- Children talked to the inspector about what they like to do in their nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The deputy manager and inspector carried out a joint observation together before discussing the impact practice had on children's learning.
- Parents and carers shared their views about the setting with the inspector.
- The inspector held discussions with the leadership team throughout the inspection.

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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