

Inspection of Atherton House School

6 Alexandra Road, Crosby, Liverpool, Merseyside L23 7TF

Inspection date: 2 November 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 demonstrate extremely high levels of interest when they arrive at the nurturing and well-resourced nursery. They quickly become engrossed in the stimulating experiences on offer. Children demonstrate determination and their problem-solving skills. For example, they build an obstacle course and work together to make the course longer and more challenging. Children are inquisitive. They ask questions that help them gain precise information and build their knowledge further. They are fascinated and focused during their play.

Children have secure bonds with all staff, and close friendships with peers. They listen to each other intently during group time and laugh as their friends sing amusing songs. Older children are involved in creating the pre-school rules and help to plan the activities they would like. This contributes to children feeling involved in their learning. Staff have high expectations of children's behaviour. Overall, children behave well. As a result, the learning environment is mostly calm. Children gain knowledge and skills in readiness for when they start school. Due to the COVID-19 pandemic, leaders have noticed that some children have experienced difficulties with their communication and language development. As a result, staff have implemented activities to help children pronounce words correctly. Children also learn to use sign language. This helps all children to express themselves effectively.

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

- Leaders and staff plan and deliver an interesting curriculum that is focused on each child's assessed developmental needs. Children gain new skills and show positive attitudes towards learning. They make progress and consistently build on their learning. Gaps in learning are quickly identified and addressed by the staff team. All children can access the experiences on offer as staff adapt activities to suit children's individual needs and interests.
- Staff are enthusiastic and motivated. They are led by passionate leaders who strive to provide a high standard of care and education. Leaders regularly monitor staff practice. However, feedback offered to staff does not always sharply focus on improving staff practice to ensure that the highest quality of teaching is consistently achieved across the nursery.
- Although staff mostly have high expectations of children's behaviour, there are times when some staff do not implement their expectations consistently. For example, all children are not always given the same options when choosing resources in activities. On occasions such as these, children are confused and find this hard to understand.
- The curriculum for physical development is strong. Children ride cars and bikes safely around the designated area in the garden. Staff lead regular yoga

sessions to help children stretch and strengthen their bodies. Babies develop the strength in their bodies as they lie on their tummies and play with interesting toys. Children develop their strength and skills in their play. These skills help to prepare children for the next stage of their education.

- Staff's spoken language is clear and concise. Their enthusiastic modelling of words and language structures helps children to listen and, in turn, speak with clarity. Staff ensure that children who speak English as an additional language hear and use their home language in play. As a result, all children are confident communicators.
- Children show their emerging literacy skills within their play. They recreate experiences from home as they wrap parcels and create address labels; they enthusiastically write letters and post them in the outdoor role play post office. Children benefit from meaningful learning and develop an understanding of writing for purpose.
- The managers and staff place high value on parents as their children's first educators. Parents' and children's views are considered through questionnaires and surveys. Families feel valued and are kept up to date with their child's progress. Practitioners make time to talk to parents on a daily basis. They offer guidance and reassurance, and give an abundance of advice and resources to support children's home learning. This enables parents to support their child's learning at home seamlessly.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's welfare or the practice of another member of their team. Leaders ensure that staff keep their knowledge and skills up to date through regular training sessions and quizzes. Children learn about road safety and how to stay safe while attending beach school sessions. As a result, they know how to keep themselves safe when they are on outings.

What does the setting need to do to improve?

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

- enhance arrangements for the monitoring and supervision of staff, and provide staff with precise feedback to help them to improve their teaching further
- support staff in implementing their expectations consistently so that all children understand what is expected of them at all times.

Setting details

Unique reference number	EY302394
Local authority	Sefton
Inspection number	10234909
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	0 to 4
Total number of places	60
Number of children on roll	67
Name of registered person	Swan Aqua Ltd
Registered person unique reference number	RP525333
Telephone number	0151 924 5578
Date of previous inspection	26 January 2017

Information about this early years setting

Atherton House School registered in 2005 and is situated in Crosby, Liverpool. The nursery employs 19 members of childcare staff. Of these, two hold relevant early years qualifications at level 6, 12 hold qualifications at level 3 and two hold qualifications at level 2. Two members of staff also hold early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out joint observations of activities and evaluated the effectiveness together.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022