

Inspection of Mosscroft Childcare Ltd

Hilltop Childrens Centre, Bedford Close, Huyton, LIVERPOOL L36 1XH

Inspection date: 6 January 2023

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in risk assessment and staff deployment compromise children's health, safety and well-being. Babies access the outdoor area before it has been appropriately checked for hazards. Staff are not alert to risks in the environment. For instance, wires from electrical devices hang low enough for young children to reach and pull. Despite moving children away, staff do not identify this as a hazard and minimise it swiftly.

The curriculum, particularly for babies, is not well planned or implemented. Staff are unsure of babies' individual needs and next steps in learning when their key person is absent. Babies are unable to hear discrete sounds in language due to background music and staff do not model words correctly to enhance babies' vocabulary. These weaknesses do not help babies to feel secure or to make good progress in their development. That said, in the main, older children access a better quality of education. They learn some new words at story time and join in with familiar phrases. Older children are developing some skills needed for the future.

Despite the weaknesses, most children are happy at the nursery. They arrive eager to play and they separate from their parents with ease. Children are friendly and sociable, both with adults and with their friends. They chat over lunch about 'best friends' and confidently hold back-and-forth conversations. Mostly, children understand staff's expectations for good behaviour and follow instructions well.

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

- The quality of the setting has declined significantly since the previous inspection. The provider recently met their legal responsibility to report a significant event to Ofsted. Although they have made some changes to the policies and procedures for managing allergies, these are not robust enough. For example, the provider does not ensure that all staff who prepare and handle food have received the appropriate training to do so. This increases the risk of a repeat incident.
- The provider does not ensure that the arrangements for risk assessing the environment are effective. Consequently, babies are able to access stagnant water, litter and mouldy resources in the outdoor area. This compromises their health and safety.
- The provider has a clear understanding of what they want children to learn. However, this is not implemented well enough, particularly in the baby room. Staff do not have a clear understanding of what babies already know and what they need to learn next. For instance, although staff can talk about babies' interests, they do not know what their next steps in learning are. Consequently,

they are unable to plan appropriate activities that motivate babies and prepare them for the next stage in their development.

- Children with special educational needs and/or disabilities (SEND) have a better experience. Staff get to know their individual needs well. Children with SEND receive a wealth of support from staff and the dedicated special educational needs and disability coordinator. They benefit from the use of visual prompts and a lot of one-to-one time. This helps children to make some progress from their individual starting points.
- The provider does not ensure that staff are deployed effectively to meet the individual needs of all children. Staff in the pre-school room have a high number of children that need additional support, particularly at lunchtime. This means they are not always able to give other children the time and attention they deserve. For instance, some children spend a lot of time waiting for adult support and interaction when the environment becomes disorderly. This does not help all children to develop a positive attitude to learning.
- The key-person system in the baby room is not effective. When staff are absent, remaining staff are unsure about the individual needs and routines of each baby. On occasion, babies remain very upset because staff do not know how to meet their needs, such as, if they are tired or need help to settle to sleep. At times, babies' emotional well-being is unsupported. That said, key persons in other rooms get to know older children well. They form strong bonds with children and build lovely relationships.
- Staff do not consistently implement good hygiene practice. They do not ensure that babies wash their hands before eating and not all staff wash their own hands before handling food. Additionally, staff do not prevent babies from eating left over snack from the floor. This compromises children's good health and does not help to reduce the spread of infection.
- The provider ensures that staff receive a thorough induction. They provide supervision meetings, so that staff can discuss any concerns and to check their well-being. However, staff are not provided with sufficient targeted feedback or coaching that helps them to improve the quality of their teaching. Consequently, there are significant weaknesses in the quality of education.
- Partnership working with parents is effective. Staff obtain a wealth of information from parents when children first start. They share ongoing information about children's development and their individual achievements at nursery. Parents enjoy reading children's 'proud cloud' comments at home. This integrated way of working promotes continuity in children's care and learning.
- Older children are developing strong independence skills. They show good hand-to-eye coordination when serving their own meals. Two-year-old children wash and dry their own hands and comment that their hands are 'warmer now' after being outside. The development of these particular skills provide some basic foundations for their future move to school.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that the environment is free from hazards before children access it. Additionally, staff deployment is not effective to meet the individual needs of all children. This puts children at risk of injury and compromises their health and well-being. That said, staff understand the signs and symptoms of abuse and how to make child protection referrals. They understand how to refer their concerns beyond the designated safeguarding lead, if necessary. The provider follows safe recruitment procedures to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff who prepare and handle food are appropriately trained to do so	10/02/2023
ensure staff understand how to implement effective risk assessment procedures, which enable them to identify and minimise hazards	10/02/2023
implement a broad and balanced curriculum for babies that builds on what they already know and can do	10/02/2023
ensure that staff are deployed effectively to support children's individual needs	10/02/2023
improve the key-person system in the baby room to ensure that staff are aware of babies' next steps and individual needs	10/02/2023
implement effective hygiene routines to promote children's good health	10/02/2023
implement robust procedures for coaching and mentoring to support staff to fulfil their roles effectively and raise the quality of education	10/02/2023
take swift action to address the hazards identified during the inspection.	10/02/2023

Setting details

Unique reference number	EY473095
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10266361
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	51
Number of children on roll	62
Name of registered person	Mosscroft Childcare Ltd
Registered person unique reference number	RP906961
Telephone number	0151 289 8355
Date of previous inspection	21 March 2019

Information about this early years setting

Mosscroft Childcare Ltd registered in 2013 and is situated in Liverpool. The nursery employs 16 members of childcare staff. Of these, 14 hold an appropriate early years qualification at level 2 or above. The nursery opens Monday to Friday from 7.30am until 5.45pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with staff, children and parents at appropriate times throughout the inspection.
- A leadership and management discussion was held with the provider and deputy manager. Documentation relating to the suitability of people working on the premises was checked. The inspector looked at paediatric first-aid certificates, food hygiene certificates and qualification 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.

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 2023