

Inspection of The Greenhouse Project

Tiber Street Site, Lodge Lane, Liverpool, Merseyside L8 0TP

Inspection date: 5 January 2023

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, including those with special educational needs (SEND), flourish in their learning and development while attending the nursery. This is because staff expect all children to succeed. Children's eagerness and curiosity are valued by staff who build carefully on children's needs, interests and abilities. The children gain much new knowledge from the well-considered learning activities that staff provide. For instance, children learn to care for living creatures, such as the nursery's giant African snail. They also learn to avoid standing on other snails in the nursery garden.

Children, including the high percentage who speak English as an additional language, become confident to play and talk with others. They learn valuable new words in English, such as 'toilet' and 'wash hands'. This helps children to communicate successfully with staff, who talk with them often, guiding them effectively in their learning. Staff ensure that children's learning and personal care needs are successfully met.

Children are happy at nursery. They make friends easily and settle quickly in their play and activities. Children know how to behave, for example to keep their hands to themselves, because staff skilfully help them to know how to act and why. Children cheer joyfully when staff celebrate with them any 'acts of kindness' by other children.

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

- The well-trained manager and staff team have established a carefully thought-out curriculum for all children, including those with SEND and children who speak English as an additional language. The manager and staff identify the important information they want children to learn. The special educational needs coordinator (SENCo) ensures that staff use expert advice, such as from educational psychologists, to adapt their support for children. All children have the chance to experience success.
- Staff carefully organise activities to match the nursery's curriculum, including by building on children's interests. They ensure that children practise their new learning through worthwhile play opportunities. Sometimes however, staff do not use their assessment information well enough to identify when to build on children's existing knowledge. Children do not develop their ideas and understanding of concepts as well as possible.
- Staff help children to understand counting order and how many objects they can see. For example, children delight in watching currant buns reduce in number as they pretend to eat them. Children learn the meaning of numbers well.
- Most of the time, staff use their expert understanding to teach all children new

words. For example, they skilfully explain words such as 'mixing' and 'change', when children combine different-coloured water outdoors. However, on occasion, staff use language imprecisely. They do not make consistently good use of words as labels. This limits children's understanding and use of their growing vocabulary.

- Staff ably and regularly read well-chosen books to children. They use pauses in their storytelling in a skilful and dramatic way. Staff prompt children to recall what they already know as well as to predict what might happen next. They securely develop children's knowledge of stories, characters, book language and structure. Children find story times at the nursery irresistible, and they want to hear even more.
- From the start of their time at the nursery, children learn to become independent because of the gentle guidance from staff. Staff also support children to understand the importance of reducing the spread of viruses. For instance, staff help children to sing about Miss Polly's dolly who was sick, and they pretend to sneeze into their elbows.
- The manager thoughtfully provides training and support for staff that helps them to improve the curriculum and their teaching. Parents and carers said that they receive valuable information about their children's education at nursery, which helps them to support learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager makes sure that staff are clear about their safeguarding duties. Staff know what to do if they are concerned a child might be at risk of harm. They work effectively as a team and communicate well with each other, to ensure that children are protected. Staff promptly contact parents to check on a child's welfare if a child is absent from nursery. The manager works tirelessly to ensure that family needs are met. For example, she arranges support for families who need help from local food banks. Children learn how to stay safe. For instance, in the nursery's woodland area staff teach children to act safely when they play near the spiky brambles.

What does the setting need to do to improve?

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

- refine the curriculum and staff's use of assessment, so that their teaching builds fully on children's existing knowledge and deepens their learning
- develop staff's ability to use language more precisely when speaking with children, to help consistently support children's understanding and use of their growing vocabulary.

Setting details

Unique reference number	322452
Local authority	Liverpool
Inspection number	10265079
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	28
Number of children on roll	31
Name of registered person	The Greenhouse Multi-cultural Play And Arts Project
Registered person unique reference number	RP909380
Telephone number	01517268180
Date of previous inspection	24 May 2017

Information about this early years setting

The Greenhouse Project registered in 2002 and is based in Toxteth, Liverpool. The setting employs eight members of childcare staff. The manager holds qualified teacher status. Three staff hold an appropriate qualification at level 3. Two staff hold an appropriate qualification at level 2. Sessional care for two-, three- and four-year-old children operates Monday to Friday, term time only, from 9am to 12 noon and from 1pm until 4pm. The out-of-school club operates term time only from 3.15pm to 6.15pm. The holiday play scheme operates during school holidays from 8.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrea Vaughan

Inspection activities

- This was the first routine inspection the nursery 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 inspector conducted a learning walk with the manager and discussed the manager's curriculum.
- The inspector talked with staff during the inspection and took account of their views.
- The SENCo spoke with the inspector about how staff support children with SEND.
- The inspector observed children's learning of the curriculum indoors and outdoors and assessed the impact that this has on children's knowledge.
- The inspector looked at a range of leaders' documentation and reviewed evidence of the suitability of staff working at the nursery.
- The inspector carried out a joint observation of learning activities with the manager.

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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