

Inspection of Mossley Hill Childcare

Mossley Hill Childcare Ltd, Mossley Hill Drive, Liverpool, Merseyside L17 0ES

Inspection date: 23 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children become confident and independent because of staff's skilful practice. They build secure emotional attachments to the nurturing staff. This helps all children to progress in their learning. The manager's well-sequenced curriculum supports children's eagerness to explore and learn. For example, babies develop hand-eye coordination as they explore play dough and cutters. Toddlers gain knowledge about the world around them as they enthusiastically observe the weather. Pre-school children learn mathematical concepts as staff help them compare the lengths of noodles during play. The sound of children giggling can be heard throughout the nursery as they play happily among their friends. Babies learn to feed themselves with spoons at lunchtime. Toddlers choose the activities they would like to do next by looking at photos of toys and equipment. Pre-school children put away the mats that they sit on for carpet time without prompt. As a result, children develop the independence that they need for their future learning.

Children with special educational needs/and or disabilities (SEND) achieve well. Staff assess their needs and plan suitable activities. The manager supports staff to attend training to develop their knowledge about specific needs. This supports children with SEND to fully access the curriculum. The special educational needs coordinator (SENCo) works with parents, carers and external agencies to ensure that children receive timely support to make progress and develop.

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

- The experienced manager organises the setting effectively. Staff are deployed appropriately to meet the needs of all children. The manager has made improvements since the last inspection. She has attended training in social and emotional well-being. Consequently, she offers a range of support and advice for children, families and staff. This helps staff and children to be emotionally healthy. Staff feel valued and supported in their roles. Children's emotional needs are now well supported.
- Staff are good role models. They provide lots of praise and encouragement to children. As such, children feel motivated to learn and behave positively. For example, children politely say, 'Excuse me', to staff when they negotiate past each other to return used face cloths. Younger children contribute to tidying up by placing toys into boxes when asked to do so by staff.
- Staff interact with children, holding meaningful conversations that broaden their vocabulary and understanding. For example, children are encouraged to sing happy birthday to their key person as they make pretend birthday cakes. Staff read books to children and sing rhymes daily. Children's communication and language skills progress well.
- While teaching helps children make good progress, the manager does not

consistently provide staff with the specific feedback required to continually enhance aspects of their teaching. Children do not make progress in some areas of learning as quickly as they are capable, to help them achieve the best possible outcomes.

- Staff have a deep-seated respect for children's cultures and backgrounds. For example, staff recognise that babies may form bonds with staff who look and sound familiar to them, such as those wearing hijabs. This is encouraged and respected. Staff learn words in Turkish and French to help children who are learning English as an additional language feel welcomed and understood. Family photos are displayed and discussed with children. Children learn instinctively to have respect for themselves and one another.
- Parents are complimentary about the setting. They appreciate the genuine care shown to them and their children, particularly during settling-in periods. Parents remark that the setting has been 'an invaluable support to them'. Staff engage in daily communication with parents to help them feel well informed about their child's time in nursery. Parents know and understand what their children are learning and how they can support them further at home.
- Staff teach children to lead healthy lifestyles. Children enjoy eating a range of meals and snacks that provide them with nutritional balance. Children drink water to hydrate themselves and know to refill their bottles if they want more. Children are learning how to make healthy choices that support their continued good health.
- Staff teach children to brush their teeth in order to remove 'harmful plaque'. However, the current arrangements for toothbrushing are not planned as carefully as possible. Children are not taught the best possible techniques to promote good oral health. Staff do not take all steps to minimise the possibility of the minor risks of cross-infection.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff give children's safety high priority. Staff have a secure understanding of their roles and responsibilities in relation to protecting children from harm. They can identify signs that a child may be at risk of abuse, neglect or exploitation. They know how to report concerns about a child's safety to relevant agencies. Additionally, they know how to report concerns about the suitability of staff who work with children. This means that children are protected from the risk of harm. Staff risk assess the provision daily to minimise the risk of accidents. Staff work with parents to ensure children learn how to keep themselves safe. For example, following discussions with parents about road safety, staff taught children how to keep themselves safe near roads.

What does the setting need to do to improve?

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

- strengthen opportunities for the professional development of staff, providing targeted feedback that helps them to improve their individual teaching to the highest quality
- plan more carefully the arrangements for toothbrushing to help children learn the best possible techniques, while minimising any risk of cross-infection.

Setting details

Unique reference number	EY344957
Local authority	Liverpool
Inspection number	10226723
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	52
Name of registered person	Mosley Hill Childcare Limited
Registered person unique reference number	RP911232
Telephone number	0151 727 6117
Date of previous inspection	26 January 2022

Information about this early years setting

Mossley Hill Childcare re-registered under a new company name in 2007. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. In addition, the manager has qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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