

# Inspection of Sue Gill Nursery

St. Mary & St. Paul's C of E Primary School, Bryer Road, PRESCOT L35 5DN

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Inspection date: 10 January 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed at the nursery by the patient and skilful staff. They gain important knowledge, such as how to talk and use gestures to share their ideas and needs. Each child is helped to feel that they belong and are included at nursery. This is because staff have high expectations of every child, including children with special educational needs and/or disabilities (SEND).

Children are enticed to explore the well-considered learning activities that staff organise. They readily join in when staff arrange group times. For example, children know that this is the time to use their 'listening ears'.

Children arrive at nursery full of ideas about who and what resources they will play with. They have lots of friends. Children are ably supported by staff to separate from their parents and carers. They behave sensibly and are kind to each other. Children feel safe because of the warm relationships that they have with staff and other children.

Children gain valuable new knowledge because staff are determined to provide activities that they might not ordinarily experience. For example, children learn about important adult jobs as they visit the local fire station and train station.

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

- The manager has provided a well-thought-out curriculum that helps children, including those with SEND, to learn the essential knowledge that they need. The manager and staff know what they want children to be able to do by the time they go to school. For example, staff teach children to complete tasks such as putting on their own socks and shoes. Even when this is difficult, staff give children plenty of time and reassurance so that they keep on trying. Children learn important skills, such as perseverance and resilience.
- The manager has carefully considered what children need to learn now and what they will learn next. Nevertheless, in mathematics, staff do not think carefully enough about what knowledge to teach and in what order. This means that children do not fully develop their understanding of early mathematics.
- Children learn well. In physical development, for instance, they learn how to balance when climbing or stretching. When staff know that children have secured this knowledge, they then teach them how to use small-muscle movements in their hands. Over time, children develop valuable physical skills.
- The well-trained manager and staff team tune in skilfully to the early speech of children. Mostly, staff accurately model language to help children to develop back-and-forth conversations. That said, on occasion, staff do not develop children's vocabulary well. Children learn less effectively at these times.

- Staff are expertly tuned in to children's needs, interests and development. They use assessment strategies carefully. Staff spot when children are learning well, or when they need extra help. The manager and staff work well with parents and other agencies to ensure that children, including those with SEND, receive extra support where needed. For example, staff use hand gestures alongside words with children who are non-verbal. This helps children to have a voice. Parents value the extra support that staff arrange for children. This helps to close any gaps in their children's learning.
- Children develop good levels of self-care. For instance, two-year-old children scoop apple slices with a spoon and pour their own drink of milk from jugs. They do this with precision and care. This successfully promotes children's confidence and independence.
- Parents know what staff are teaching their children. They appreciate the regular chats staff hold with them and the carefully chosen learning resources that staff share. As a result, parents know how to support further their child's development at home.
- The manager provides staff with access to lots of support and training that improves their work with the children. She has successfully reduced the workload of staff so they can spend more time teaching children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager makes sure that staff know the safeguarding arrangements of the nursery well. For example, she ensures that they understand the procedures for recording and reporting any concerns about children or adults. Staff attend a wealth of regular safeguarding training. This helps them to be up to date in their knowledge and to recognise when children might be at risk of harm. The manager has developed professional relationships with other agencies to support children's safety and well-being. Staff teach children to act safely, for example by staying seated when they eat.

## **What does the setting need to do to improve?**

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

- improve staff's knowledge of how to further develop children's vocabulary
- improve staff's understanding of what mathematical knowledge they are teaching children in activities.

## Setting details

<b>Unique reference number</b>	2613831
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10264209
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Sue Gill Nursery Ltd
<b>Registered person unique reference number</b>	2613830
<b>Telephone number</b>	0151 430 7148
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sue Gill Nursery registered in 2020 and is based in Prescot, Liverpool. The nursery employs four members of childcare staff, all of whom hold relevant childcare qualifications at level 3 and above. The manager holds early years professional status. The nursery operates from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm.

## Information about this inspection

### Inspector

Andrea Vaughan

## 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 completed a learning walk with the manager and discussed the manager's curriculum.
- Children communicated with the inspector during the inspection about their experiences of the nursery.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The manager, who is also the special educational needs coordinator, spoke with the inspector about how staff support children with SEND.
- The inspector spoke with staff during the inspection about the curriculum, safeguarding and staff training.
- Some parents spoke with the inspector about their experience of the nursery.
- The inspector observed children's learning of the curriculum indoors and outdoors, and assessed the impact this has on children's knowledge.
- The inspector carried out a joint observation of a learning activity with the manager.
- The inspector looked at a range of the manager's documentation and reviewed evidence of the suitability of staff working at 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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