

Inspection of First Class Nursery School (Wirral) Limited

First Class Nursery School, 114-116 Storeton Road, BIRKENHEAD, Merseyside CH42
8NA

Inspection date: 27 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are content and safe at this setting. From the moment children are greeted by their key person, their needs and interests are respected and used to guide their learning. Leaders and the wider team strive to support children to be happy in their play while learning 'life skills and developing self-confidence'. For instance, children enjoy demonstrating their singing skills to the inspector. They learn songs with actions about the story of Goldilocks. Their enthusiasm to join in and recall the sizes of the porridge bowls in the story is infectious. Children laugh together as staff change the lyrics to songs, showing children's excellent listening and attention skills. Children's behaviour is good. Toddlers hear gentle reminders in their play to take turns, and they understand the impact of their actions on others. This attention to promoting positive behaviour helps children to develop good social skills. As children move through the setting, the impact of this support is clear. Older children are considerate and follow instructions with ease.

Leaders sensitively recognise the ongoing impact of the COVID-19 pandemic, particularly for children aged two to three years. Great thought is given to ensuring that gaps in communication, language and social skills are a focus and do not hinder their future education. As a result, children make good progress.

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

- The curriculum is planned well. All staff share the same child-centred vision that leaders construct. Leaders frequently reflect on and make adjustments to the curriculum based on children's evolving needs. For instance, knowing they have very young babies, they adapt the environment and resources so that babies are safe yet still given the right amount of challenge for their stage of learning.
- Staff complete precise assessments of what children know and can do. This helps them to quickly identify if children need extra help with, for example, their speech and language. They use these assessments well and take quick action to support children in their play. This helps children to make good progress.
- Younger children explore sensory activities at floor level, which helps them to make sense of the world around them. Staff join in with play, offer eye contact and introduce first words. This helps children to develop early communication skills.
- Babies' physical development is promoted well. Opportunities for tummy time help to strengthen babies' core muscles in preparation for sitting up. Those learning to take their first steps are guided to use walkers and cruise furniture.
- Books and opportunities for children to read are everywhere in this setting. They sit together to listen to stories in the reading shed and take home books to share with their parents. Children swiftly develop a love of reading.
- Older children have opportunities to practise useful skills for the future. For

instance, they independently access a water cooler to dispense their own drinks. They find their wellington boots before visiting the garden and are skilled at serving their own food. Children are building their independence.

- Support for children with special educational needs and/or disabilities is very good. The very able special educational needs coordinator uses her wealth of knowledge to secure support from external agencies. Staff observe and learn skills, such as basic physiotherapy and speech therapy strategies, from visiting external professionals. These skills are used to help all children feel included in the setting's routines very effectively.
- Some of the current parents attended the setting when they themselves were children. They recall how happy they felt while attending. They say their children experience the same enjoyment and kindness from staff and the owner as they did. Parents comment that their child's key person provides them with detailed information about their day. This helps them to continue learning at home. However, some parents miss the opportunities they used to have before the COVID-19 pandemic to take part and engage in nursery life. Leaders have not made plans to reintroduce events for parents and visitors to help to contribute to children's developing knowledge of the local community and wider world.
- Since the last inspection, staff have accessed more training. This has helped to maintain the quality of their teaching. For instance, some less experienced staff have accessed training to improve their knowledge of the role of the key person. However, leaders do not consistently provide focused coaching for all staff, to help them raise the standard of their teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Staff access training to continually develop their safeguarding knowledge, helping them to be alert to signs of abuse in children's lives. They know the procedures to follow if they have concerns about the welfare of a child or misconduct of a colleague. Staff understand the importance of monitoring children's attendance to build a full picture of children's lives. Staff are deployed well; the premises are secure, and children are not exposed to risks in the environment. Daily checks of the rooms and garden are conducted to remove any hazards. Staff working with the youngest babies are confident in the safe preparation of formula.

What does the setting need to do to improve?

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

- reintroduce partnerships with parents and others within the community to support children's knowledge of the wider world
- strengthen professional development opportunities to provide staff with more focused and targeted coaching to develop their teaching to the highest level.

Setting details

Unique reference number	EY376515
Local authority	Wirral
Inspection number	10280625
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	79
Number of children on roll	87
Name of registered person	First Class Nursery School Wirral Limited
Registered person unique reference number	RP528153
Telephone number	01512 012 239
Date of previous inspection	31 August 2017

Information about this early years setting

First Class Nursery School (Wirral) Limited registered in 2008. The nursery employs 15 members of childcare staff, of whom 10 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funding for early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dee White

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 leaders and has taken this into account in their evaluation of the nursery.
- The manager led the inspector on a learning walk and explained how the curriculum is planned.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice in all rooms and evaluated the quality of activities and daily routines together with a manager.
- The inspector looked at relevant documentation, including paediatric first-aid certificates and evidence to demonstrate the suitability of staff.
- The inspector tracked the experiences of children to determine the progress they make.
- Meetings were held with the managers and nominated individual to discuss their evaluation of the provision and the impact on children's progress.

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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