

Inspection of Mosscroft Childcare Ltd

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

Inspection date: 13 June 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are welcomed by friendly staff as they arrive. They leave their parents happily and excitedly explore the activities on offer. Babies use sponges to wash their toy cars. They splash in water with excitement. Older children gather items from the room and put them in water to see if they sink or float. Children are inquisitive and show an eagerness to learn.

Children have formed loving bonds with staff, who ensure that their needs are met. Staff are respectful of children and ask their permission before carrying out personal care practices. When staff leave the room, children welcome them back with a cuddle. As babies pick up an animal toy, staff sing 'Old Macdonald'. Children beam with excitement and join in with the song. Older children say that they 'love everything' at nursery.

Staff are good role models and give consistent messages to children about the expectations. They calmly remind children to use their 'walking feet' as they go to the on-site library. Children use polite manners when interacting with staff and each other. As babies look in mirrors and catch a glimpse of the other children in the reflection, they smile with excitement. Children know what is expected of them and demonstrate caring behaviours.

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

- Leaders have addressed the weaknesses raised at the last inspection. Professional development opportunities for staff are focused to help staff build their knowledge and skills over time. Staff say they feel supported in their roles. Leaders actively seek the views of children, parents, staff and external professionals and strive to continue improving this already good setting to an even higher level.
- Leaders have designed a curriculum that is ambitious and based around the needs of all children. Most of the time, staff implement the curriculum very well. However, on occasions, staff do not pose questions that help children to think critically. This means that some children are not able to develop their critical thinking skills as leaders intend.
- Staff incorporate mathematics into their activities at every opportunity. As young children scoop up pasta, staff count each scoop. At mealtimes, staff encourage children to count how many children are on their table and to provide the right amount of plates. Older children accurately count up to nine and know that 'zero means none'. Children develop a solid foundation in mathematics.
- Children's communication and language development is supported well. There is a buzz of back-and-forth conversation, with lots of opportunities for children to engage in conversation, rhymes and songs. Staff narrate children's play and help

them to learn new words, such as 'herb' and 'rosemary.' Staff can regularly be heard initiating singing. Children enthusiastically join in with the words as they sway along in enjoyment. Staff model good language and use visual aids and sign language to help children communicate. All children, including children with special educational needs and/or disabilities (SEND) make good progress in this aspect of their learning.

- Children's health and well-being is promoted well. Children regularly stop to have a drink of water, throughout the day. Furthermore, staff who prepare and handle food have now received the appropriate training to do so. As children wash their hands, staff sing a song that helps children to learn about the importance of handwashing. Staff talk to children about how eating healthy food will help them to grow and why bodies need 'vitamins'. This supports children's knowledge of healthy lifestyles.
- The special educational needs coordinator (SENCo) is extremely knowledgeable and passionate about her role. She has established strong partnerships with multi-agency professionals to ensure that all children receive the support they need. The nursery is inclusive and all children, including children with SEND, make good progress.
- Parents describe how well their children are supported at this 'amazing' nursery. Staff have established effective two-way dialogue with parents about their child's learning. Parents and staff work together to provide consistency for children. For example, staff share ideas with parents, such as how to support children at sleep time. Parents state that their children have made progress, particularly with their communication and language development, since starting at nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have implemented new procedures to ensure that the premises are safe and suitable. Staff risk assess all areas of the setting to make sure that all potential hazards are minimised. Staff demonstrate a good awareness of the signs that may indicate a child is at risk of harm and the procedures to follow. They have a secure knowledge of the procedures to follow if they are worried about the conduct of a colleague. Children learn about their own safety, as staff remind them that they can hug their friends once they have checked that their friends want a hug. This helps children to respect other children's choices about their bodies.

What does the setting need to do to improve?

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

- support staff to embed the intended curriculum consistently to help children make optimum progress.

Setting details

Unique reference number	EY473095
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10275657
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	72
Name of registered person	Mosscroft Childcare Ltd
Registered person unique reference number	RP906961
Telephone number	0151 289 8355
Date of previous inspection	6 January 2023

Information about this early years setting

Mosscroft Childcare Ltd registered in 2013 and is situated in Liverpool. The nursery employs 15 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. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Weston

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 nursery.
- Staff talked to the inspector about how they plan activities and what they do to support children's learning and development. They also explained the procedures that they follow to keep children safe.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The manager, deputy manager and inspector carried out two joint observations.
- Face-to-face discussions were held with parents to gather their views.
- Leaders provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff.
- The SENCo spoke to the inspector about how they support children with SEND.

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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