

Inspection of May Logan Centre Under 2 Provision and Creche

May Logan Health Centre, 294 Knowsley Road, Bootle L20 5DQ

Inspection date: 15 June 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 Good

What is it like to attend this early years setting?

The provision is good

Children attending this inclusive setting have diverse needs. They develop strong relationships with their key person, who knows them well. Staff recognise the ongoing impact of the COVID-19 pandemic on children's development. They have designed a curriculum to focus strongly on building up children's communication and their social and emotional skills to a good level. Children, including those with special educational needs and/or disabilities (SEND) and those with additional funding, make good progress. They are prepared well for their next stage in learning, when they move to other settings at three years old.

Monitored closely by staff for safety, children move around indoors and outdoors happily, choosing where to play. They make themselves comfortable indoors in an area made cosy with cushions when they need a rest or wish to play quietly. Children are supported well to develop good self-care skills and to learn about healthy lifestyles. Children access the bathroom independently and are reminded and helped to wash their hands before eating and after painting. They help themselves to drinks of water when thirsty. They talk about healthy foods while serving themselves snacks from a range of fruit and toast. Children follow routines confidently. When the tidy-up song plays, children work well together to put away the toys.

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

- Leaders provide time for staff to meet weekly to discuss the needs and progress of each child and to make decisions about planning. Staff know each child well and follow targeted plans to meet children's individual care and learning needs. They focus on what children need to learn next as they play alongside. They help each child to build on what they already know and can do and make good progress.
- Staff exchange useful information with parents regularly. They talk daily about each child's achievements and care needs. They meet monthly to discuss children's learning in more detail. This helps to ensure consistency of care and learning. Parents also receive regular newsletters containing useful information, such as the impact of dummies on speech development.
- Strong partnerships with parents and professionals from other agencies make a significant contribution to meeting the needs of children with SEND. Staff work closely with parents to seek early help and any additional aids and equipment for children when needed.
- Since the last inspection, there is a new management team and changes to the staff team. The staff team is fully qualified. Good use of online training helps to support their induction. Closer monitoring of staff performance is beginning to identify where support is required to build further on the good quality practice.

- Staff deploy themselves effectively to ensure children are supervised well as they move around indoors and outdoors. They are quickly on hand to resolve any disagreements and help children to manage their own behaviour. They encourage children to consider others and use 'kind hands'.
- Outdoors, staff successfully help children of all abilities to improve their coordination, balance and large-muscle control. Children ride on wheeled toys with increasing balance. They develop steadiness in their legs as they climb up the sturdy steps of the slide. They grasp the handrail where needed to steady themselves, which helps them to develop confidence as they learn to manage their own safety. They also make regular use of the on-site ball pool.
- Staff speak clearly while playing alongside children. They encourage children to interact with each other to build their social skills and develop good communication and language skills.
- Children develop a keen interest in literacy. They make themselves comfortable to look at books independently and listen attentively to stories read by staff. They develop early writing skills in a range of ways, including with chalks, paints and crayons. They learn that print carries meaning through a variety of imaginative play experiences. For example, they take orders at their role-play café and use a pen to write these on a clipboard.
- Children are beginning to recognise what makes them unique. They use mirrors to look at themselves and talk about features, such as their eyes. Staff use books well to help raise children's awareness of other cultures, faiths and people in the wider world. Children also enjoy craft activities linked to calendar events, for example they make cards for Father's Day. They recall decorating crowns and having a tea party for the King's Coronation.

Safeguarding

The arrangements for safeguarding are effective.

All staff hold a valid first-aid certificate and follow clear accident recording systems. They have a secure understanding of the procedures to follow if they have concerns about a child's welfare. Regularly refreshing their safeguarding training helps to keep their knowledge up to date. Staff remind children to follow safety rules. For example, children who remove their shoes while playing in the sand are encouraged to replace them to protect their feet before accessing other areas.

What does the setting need to do to improve?

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

- focus staff professional development more closely on observations of their practice to support them to build on the quality of education.

Setting details

Unique reference number	EY479140
Local authority	Sefton
Inspection number	10298337
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	12
Number of children on roll	10
Name of registered person	Onward Homes Limited
Registered person unique reference number	RP910308
Telephone number	01519228588
Date of previous inspection	5 December 2018

Information about this early years setting

May Logan Centre Under 2 Provision and Creche registered in 2017. The setting employs four members of childcare staff, who hold appropriate early years qualifications at level 3. The setting opens from 9am to midday, Monday to Friday, term time only. The setting provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lynne Naylor

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 manager and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023