

# Inspection of The Little School House Nursery

St Vincents School For The Blind And Partially Sighted, Yew Tree Lane, Liverpool,  
Merseyside L12 9HN

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Inspection date: 7 December 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children flourish because of their strong emotional attachments to staff. They enter happily and are at the heart of everything that the staff do. Managers and staff have devised an extremely well-balanced and sequenced curriculum. They skilfully adapt the curriculum to meet the diverse needs of the children. As a result, children find the joy in learning new skills, such as building the troll bridge from 'The Three Billy Goats Gruff'. Staff ensure that children have a strong voice. They actively encourage children to make suggestions to change or enhance the flow of play. For example, a discussion about dinosaurs led to children creating their own dinosaur park.

Staff are highly skilled communicators who create an interesting and language-rich environment. This stimulates children's curiosity and imagination. Stories are integral to everything staff do. Consequently, children develop a love of reading. They know that books can be read for pleasure and for information. Furthermore, books and resources reflect the uniqueness of the children attending the nursery. This means children feel valued and are confident to celebrate their individuality. Staff have high aspirations for children's behaviour and are positive role models. Staff help children to learn to take turns and share resources. Children have a secure understanding of the nursery's rules. For example, younger children are confident to tell older peers not to run indoors and to 'walk sensibly'. Children's behaviour is exemplary and they have high levels of respect for one another. Children learn to manage their emotions and feelings and treat everyone with kindness.

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

- Leaders and managers are passionate and enthusiastic. They inspire staff and encourage them to 'think outside of the box'. As a result, staff create an ambitious curriculum that sparks children's interest and builds a solid foundation for future learning. Consequently, children are thriving in this nursery.
- High priority is given to the staff's well-being and professional development. Staff are encouraged to complete frequent training to maintain their skills and thirst for their professional development. This is always linked to the curriculum intent and staff needs. Staff share their research, learning and ideas with each other to inform practice across the nursery. This ensures the continuous delivery of high-quality care and education, and continuously improves the outcomes for children.
- Children with special educational needs and/or disabilities (SEND) thrive. This is because staff have a secure understanding of the children and what they need to learn next and how. They collaborate with parents and professionals to support children's learning. Staff have used early years pupil premium funding

extremely well to support disadvantaged children and children with SEND.

- Mathematics is firmly embedded into activities. Children recognise a range of numbers and shapes. They develop spatial awareness and an understanding of positional language. For example, they successfully make comparisons between the size of pumpkins. Consequently, children develop positive attitudes towards mathematics and problem-solving.
- Staff provide a highly inclusive environment. They have developed strong links with the adjacent school for children with visual impairments. Children eagerly tell the inspector about the upcoming service in the school chapel and how they need to walk on a specific side of the corridor. They understand that this is to keep the school pupils safe. These valuable interactions help children to learn about respect for others.
- Staff understand the importance of encouraging children to sing songs and rhymes. They use songs to initiate tidy-up times or to welcome children into the nursery. This not only helps children to understand the daily routines but also enables them to become confident communicators. Children engage in exceptionally high levels of interactions with staff and each other. They learn how to articulate themselves incredibly well and are mastering the skills of back-and-forth conversations.
- An exciting outdoor curriculum ignites children's interest. Children are keen to search for bugs in the tuff tray and examine the ice balls. They learn to hop, balance, climb and use wheeled resources with the support of staff. Children beam in delight as they clamour over the arched frame. Consequently, children are thriving in their physical development. Staff also recognise the link between children's physical development and emotional well-being. Children develop confidence in their own abilities and have excellent levels of self-esteem.
- Staff demonstrate a strong commitment to working in partnership with parents. Stay-and-play sessions are valued highly by parents because this provides them with the opportunity to see what their children are doing. Parents said that their children are 'blossoming' and 'make excellent progress' because of the support provided by the staff. Staff guide parents in a tailored way to help them support their children's learning at home. All children are ready for their next stage in learning.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given the highest priority. Staff help children to learn to keep themselves safe, for example by using garden tools safely. Risk management strategies are effective and help keep children safe. Collection procedures ensure children are only collected by a known person and password systems are initiated in emergencies. Managers and staff have a secure understanding of safeguarding practice. They know who to report any concerns to. This includes the reporting procedures should they have a concern about a colleague. Robust recruitment and vetting procedures mean children are cared for by suitable adults.

## Setting details

<b>Unique reference number</b>	EY538606
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10311535
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	The Little School House Ltd
<b>Registered person unique reference number</b>	RP538605
<b>Telephone number</b>	0151 220 3801
<b>Date of previous inspection</b>	29 November 2018

## Information about this early years setting

The Little School House Nursery registered in 2016. It is situated in St Vincent's School For The Blind And Partially Sighted, Liverpool. The nursery is independent to the school. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. This includes two with early years teacher status. The nursery is open each weekday, from 8.30am until 3.30pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Chris Scully

## 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 the provider and has taken that into account in their evaluation of the provider.
- The leaders, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to the children, to find out about their time at the setting.
- Leaders and the manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

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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