

# Inspection of Cressington Manor

Cressington Manor Childcare, 521 Aigburth Road, LIVERPOOL L19 9DN

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Inspection date: 15 February 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Staff create an exciting and nurturing environment. They know that children learn best when they feel safe and secure. As such, children are greeted warmly by staff who are kind and place children at the heart of everything they do. Staff have an innate understanding of the children's needs. They use this to plan a curriculum that ignites children's interest and thirst for learning. As a result, children flourish. Children have a strong voice. For example, they are actively encouraged to put forward their ideas when making pretend ice cream. This helps children to grow in confidence and feel valued.

Staff are skilled communicators who provide a language-rich environment full of songs, rhymes and stories. These spark children's creativity and imagination. For example, children enjoy recreating a favourite story using a variety of props. Children develop a love of reading. Babies and toddlers happily sit with staff to read a book. Older children carefully select books and read with their friends. They confidently explain about the blurb and the role of the illustrator. This helps to provide a firm foundation for children's future learning.

Staff have high aspirations for children's behaviour. Clear and well-planned daily routines help children to know what is happening next. Staff are positive role models who help children understand expected behaviour. Children provide gentle reminders to their friends about using 'kind hands'. Children behave well. They take turns with resources and are respectful of their friends' wishes and feelings.

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

- The nursery is led by a dedicated team of leaders and managers. The team's enthusiasm is infectious. Consequently, staff demonstrate a commitment to giving children the best start in life.
- Staff are keenly aware of the importance of children becoming confident communicators. They sing 'Old MacDonald' as children play with the pretend farm. Children enthusiastically say the names of the animals and recreate the sounds they make. Children also enjoy copying words, such as 'clickety clack' as they mimic the sound of the train. These engaging activities significantly support children's acquisition of language and new vocabulary.
- Mathematics is firmly embedded. Staff introduce numbers to younger children through songs. Older children are confident to count to five and beyond. Children learn about mathematical concepts, such as 'more' and 'less than'. They also recognise various shapes, including some three-dimensional shapes, as they make patterns. Ultimately, children develop a positive attitude in mathematics.
- Staff provide lots of opportunities for babies to crawl and pull themselves up. This helps babies to develop the skills needed for walking unaided. Staff help

older children to learn to take safe risks. For example, children know how to use the large play equipment safely. Consequently, children have confidence in their own abilities.

- Staff help children to learn about democracy. Children participate in the nursery council and vote on items, such as food on the nursery menus. They learn about different cultures and beliefs as they celebrate festivals and special events. Parents are also encouraged to come into the nursery to read stories to children in their home language. This helps children to celebrate their identity and prepare them for living in modern Britain.
- Support for children with special educational needs and/or disabilities (SEND) is a key strength. The special educational needs coordinator (SENCo) works tirelessly with parents, professionals and staff. For example, when staff identify gaps in children's learning, they take prompt action. This helps to ensure that children receive the help they need. Consequently, children make rapid and sustained progress.
- Parent partnerships are valued highly. Staff collaborate with parents to plan an exciting range of activities for their children. They effectively guide parents to support their children's learning at home. For example, staff encourage children to take books home to read, which provides continuity in their learning.
- Managers and staff plan a balanced, ambitious and well-sequenced curriculum. They use the children's interests to help them engage in their learning. However, on a small number of occasions, staff do not organise group activities, such as circle time, so that all children are fully involved. This means that some learning intentions are not fully met and children lose interest.
- The provider has failed to notify Ofsted of significant events, such as changes to a director. However, there is no impact to children's safety, welfare and learning.
- The provider has policies and procedures in place. However, the provider has not ensured that the manager and staff consistently understand and implement these procedures. This lack of support does not fully promote the effective management of children's care and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- help all staff to organise activities more precisely to focus on what leaders intend
- strengthen manager's and staff's understanding and awareness of the nursery's policies and procedures.

## Setting details

<b>Unique reference number</b>	EY444960
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10305391
<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>	0 to 5
<b>Total number of places</b>	186
<b>Number of children on roll</b>	166
<b>Name of registered person</b>	Cressington Manor Nursery Limited
<b>Registered person unique reference number</b>	RP531509
<b>Telephone number</b>	0151 494 2864
<b>Date of previous inspection</b>	20 February 2018

## Information about this early years setting

Cressington Manor registered in 2012 and is situated in Liverpool. The nursery employs 38 members of childcare staff. Of these, three hold early years qualifications at level 6, 21 hold a level 3 qualification and 12 hold a level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The out-of-school club operates from 7.30am to 9am and from 3pm to 6pm during term time and from 7.30am to 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Chris Scully  
Layla Davies

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The leaders, manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspectors during the inspection.
- The SENCo spoke to inspectors about how they support children with SEND.
- The inspectors spoke to the children to find out about their time at the nursery.
- Leaders and the managers showed the inspectors documentation to demonstrate the suitability of staff.
- The inspectors 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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