

# Inspection of Elm House Day Nursery

Elm House, Childwall Abbey Road, LIVERPOOL L16 5EY

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Inspection date: 25 April 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff create close bonds with children. They provide children with plenty of cuddles and stay close to those children that may need reassurance. Children demonstrate that they feel safe and secure. They are happy and settle quickly into the nursery routines. Staff are positive role models and have high expectations of children's learning and behaviour. They encourage children to use good manners and to listen to each other when they are talking. Children are kind and helpful. They help to set the table for their friends at lunchtime. Children are praised for their positive behaviour. This helps to build up children's self-confidence.

Staff create a broad and balanced curriculum. They plan activities that develop children's curiosity. For example, older children become immersed in learning as they take part in their science experiment. They observe the changes to the colour of the celery sticks as they absorb the coloured water in the jars. Children have opportunities to plant a variety of flowers at nursery. They learn about the parts of a plant as they watch the roots and stem growing in their bean experiments. This helps children learn about the different parts of plants and what they are used for. Children are developing positive attitudes to learning.

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

- Staff know the children well. They gather detailed information from parents to establish what each child can already do when they start. Staff have a good understanding of where children are up to in their development and plan appropriate next steps in their learning. Children make good progress from their starting points.
- Overall, children's communication and language skills are promoted well. Staff regularly sing nursery rhymes to children and share books together throughout the day. Leaders have recently introduced a system for introducing new vocabulary to children. However, not all staff are always clear about the vocabulary they intend for children to learn. This prevents some children from being exposed to a wide range of vocabulary.
- Opportunities to enhance children's growing independence are well planned. Toddlers wash and dry their hands with support and put their paper towels in the bin. Older children pour their own drinks at mealtimes. They are learning to manage their own personal hygiene. This helps children gain a sense of achievement in tasks they can complete by themselves.
- The curriculum for physical development is well planned. Staff plan plentiful opportunities for outdoor play each day. Children show good control as they climb and balance during obstacle courses. Children practise rolling hoops to their friends to catch outside. They run around smiling with glee together in the garden. This helps to develop children's physical dexterity and builds upon their

awareness of space.

- Diversity is promoted well. Staff celebrate a range of festivals with children and they learn about other cultures. Parents are invited into nursery to read familiar stories to children in their home language. Children learn about the dynamics of other families. This helps children learn about the similarities and differences between themselves and others.
- The special educational needs coordinator (SENCo) knows children's needs well. She makes timely referrals to outside agencies, who are invited into the nursery to support children and staff. The SENCo reviews individual support plans with staff to identify any further gaps in children's learning. Children with special educational needs and/or disabilities are well supported and make good progress from their starting points.
- Parent partnerships are strong. Parents comment on the regular updates they receive about children's learning and development. Staff regularly share children's next steps with parents on the family app. Children choose books to take home and share with parents from the lending library. This helps to provide continuity in children's learning.
- The curriculum for understanding the world is well planned. Staff invite a range of visitors into the setting. For example, firefighters, police officers, vets and dentists talk to children about their different job roles. This helps children learn about people that help them within their community.

## **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:**

- strengthen staff's understanding and practice about how to help children develop a wide and varied vocabulary.

## Setting details

<b>Unique reference number</b>	EY501206
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10339288
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Elm House Day Nursery Partnership
<b>Registered person unique reference number</b>	RP902767
<b>Telephone number</b>	0151 4755139
<b>Date of previous inspection</b>	9 July 2018

## Information about this early years setting

Elm House Day Nursery registered in 2016. It is situated in Childwall, Liverpool. The nursery employs 26 members of childcare staff. Of these, twenty hold appropriate early years qualifications at level two or higher. The nursery opens from Monday to Friday, all year round with the exception of one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Olivia Barnes

## 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 joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector carried out a joint observation with the manager to assess the impact of staff's teaching on children's learning.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke with the managers about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Parents shared their views of the setting with the inspector.

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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