

Inspection of Pagoda Nursery

Chinese Pagoda Youth & Community Centre, Henry Street, LIVERPOOL L1 5BU

Inspection date: 22 July 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children and families into the nursery and as a result, children demonstrate that they are extremely happy and settled. Children regularly check in with staff during the day. They sit close and feel a sense of security and belonging. Staff know about children's home lives and talk to them about their families, enhancing their sense of belonging. Children thrive in this inclusive nursery. They form positive relationships with the friendly and nurturing staff. Children are motivated by the praise and encouragement they receive from staff. Children are respectful of each other and display positive behaviours.

Staff have a clear ambition for all children to succeed, including those with special educational needs and/or disabilities (SEND). They provide children with a wealth of stimulating and motivating activities and experiences. For example, staff help children to think critically and consider how to carefully add items into a basket to balance the weighing scales. Children develop positive attitudes to learning and take part in purposeful play. They confidently choose what they want to play with and readily lead their own learning. Children are enthusiastic and eager learners. They make good progress from their individual starting points.

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

- Leaders work with staff to develop a curriculum that is skilfully adapted to reflect the needs of all children, including those with SEND. Staff follow children's interests to plan opportunities that build on their skills and knowledge. Arrangements to prepare children for school are excellent. Nursery staff collaborate with school staff effectively to find out what children need to know and learn before starting school. This is reflected in the nursery curriculum. As a result, children are well prepared for the next stage of their education.
- Staff act promptly when they have concerns about children's development. They develop effective partnerships with parents and other professionals to ensure that appropriately targeted plans are in place. This helps to ensure that all children's needs are met and any gaps in learning are closed.
- Children enjoy group times as part of their daily routine. They sing about the days of the week, months of the year and the welcome song. Staff also provide focused learning groups to target their key children's individual development needs. For example, older children develop mathematical skills as they create colourful patterns with peg boards. This helps staff to positively build on children's learning.
- Children enjoy their time in the garden. They access a range of physical activities to develop their skills. Children form friendships as they pretend to sell ice creams from their ice cream cart. They giggle in delight as they choose their favourite topping and pretend to scoop and eat their ice cream. This helps to

extend their physical and imaginative skills.

- Children learn to respect each other and the diverse community. For instance, they take part in a range of art and craft activities to help them learn about the different festivals throughout the year. They go on regular outings to support children's learning. For example, children have been on a visit to the zoo to support their understanding of different animals. Opportunities such as these enhance children's understanding of the world in which they live.
- Leaders provide a range of training opportunities for staff. For example, staff recently completed training to help further promote inclusive environments. Leaders work alongside staff each day. They make suggestions, in the moment, about what staff can do differently to support children's learning. That said, staff do not have clear and precise targets to help them understand how they can raise the quality of their teaching further.
- Staff work with parents to develop children's understanding of healthy lifestyles. Children enjoy a range of healthy snacks and are encouraged to sit together as they eat their packed lunches at lunchtime. On the whole, staff encourage children to be independent during lunchtime routines. However, some children are unsure of what is expected of them. As a result, they lose focus and wander from the table. Some children become unsettled.

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:

- provide all staff with the focused support they require in order to help enhance their teaching skills further
- strengthen the organisation of mealtime routines so that all children remain engaged and understand what is expected of them.

Setting details

Unique reference number	EY416841
Local authority	Liverpool
Inspection number	10347032
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	19
Number of children on roll	20
Name of registered person	Liverpool Chinese Community Foundation CIC
Registered person unique reference number	RP530138
Telephone number	0151 7098828
Date of previous inspection	17 August 2018

Information about this early years setting

Pagoda Nursery registered in 2011. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday for 50 weeks per year, excluding bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

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 their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times 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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