

Inspection of Marybone Day Nursery

Addison Way, LIVERPOOL L3 2EW

Inspection date: 30 September 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 create a warm and friendly, home-from-home environment that children are eager to enter. They form strong bonds with all children and families that attend. Staff recognise instantly when children are tired, overwhelmed or behaving out of character and offer additional support and reassurance. They get to know new children well and adapt their practice to support their individual needs. Staff offer an abundance of cuddles, which helps children to feel safe and promotes their emotional well-being. Children behave well. Staff model sharing and turn-taking, which children learn to copy. When children have disputes, staff respond appropriately. They validate and talk to children about their feelings. This helps children learn about and begin to regulate their own emotions.

The nursery provides a curriculum that is ambitious for all children. Communication and language development are particularly well implemented. Staff spend a lot of time talking to children. They introduce a variety of new words, such as 'gigantic' and 'fragile', to extend children's existing vocabulary. Children enjoy singing and confidently recall the words to action rhymes. Staff recognise that children who speak English as an additional language need more support. They use key single words, gestures and familiar songs to help children gain a grasp of English. This helps to ensure that all children make progress from their starting points.

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

- Children access a broad and interesting curriculum that provides them with experiences they would not typically get. Staff recognise when children have not had the opportunity to gain skills and plan activities that narrow the gaps in learning. They identify appropriate individual next steps and incorporate these into activities that children are interested in. All children are well prepared for the next stage in their learning.
- Overall, children have a lovely attitude to learning. They are eager to take part in adult-led activities and demonstrate good levels of concentration. However, staff do not always recognise when some children need more adult support to engage consistently. Consequently, these children spend too long not engaged in play or learning.
- The procedures for identifying and supporting children with special educational needs and/or disabilities are well embedded. Staff monitor children's development closely to swiftly identify any gaps in learning. Additional screening assessments are carried out to further support children's communication and language development. Staff implement targeted support for those children who need it to help them make progress in their learning.
- Staff incorporate mathematical development into children's play. They introduce words, such as 'big', 'tall', 'more' and 'full', to extend children's mathematical

language. Children use weighing scales to make predictions about heavy and light and count with one-to-one correspondence. They are developing some of the mathematical skills needed for their eventual move to school.

- Staff help children to learn about some of the things that support a healthy lifestyle. They talk to children about healthy foods and provide nutritious meals. Children follow good hygiene routines, such as handwashing, and learn about the importance of oral health. They take part in exercise sessions, such as yoga, to help build their physical strength. This helps to promote children's overall good health and well-being.
- Overall, partnership working is effective. Staff work closely with the local school to share information and aid smooth transitions for children. Parents receive some information about children's learning each term. However, parents do not always receive ongoing information about children's next steps to help them extend learning at home. This hinders the continuity in children's education.
- Children show good levels of independence for their age. They self-register on arrival, serve their own breakfast and carry their meal plate independently. Children access the water jug throughout the day, carefully pouring their own water. They are building up their resilience and confidence when doing tasks for themselves.
- The long-standing team of staff are happy and well supported at the nursery. They receive feedback on their practice and share their expertise with each other. Staff have supervision meetings each term and are supported to access professional development opportunities, such as training. This helps them to provide high-quality care and education for children.

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:

- support staff to recognise when some children need more encouragement to engage in purposeful play and learning experiences
- provide parents with ongoing information about children's next steps and how they can extend these at home.

Setting details

Unique reference number	322355
Local authority	Liverpool
Inspection number	10355121
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	37
Number of children on roll	14
Name of registered person	Marybone Youth and Community Association Limited
Registered person unique reference number	RP911263
Telephone number	0151 236 1319
Date of previous inspection	19 November 2018

Information about this early years setting

Marybone Day Nursery registered in 1994 and is situated in Liverpool. The nursery employs four members of staff who work directly with children. Of these, all hold appropriate qualifications at level 2 and above. The nursery operates Monday to Friday, all year round, except for one week at Christmas and on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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