

Inspection of Spring Park Nursery

Muirhead Avenue East, Liverpool, Merseyside L11 1ER

Inspection date: 23 April 2025

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

Leaders and staff demonstrate genuine enthusiasm and passion for their work with children. Staff greet each child warmly as they happily arrive, keen to start their day at the nursery. Staff encourage parents to be involved when children are starting the nursery to help them to settle easily. Children are happy, and they form close attachments with their key person. They grow in confidence and follow the kind and collaborative examples that staff set. For instance, staff model turn-taking and sharing resources and praise children for the good efforts they make. Children, subsequently, mimic these actions with their peers. Children's behaviour is good.

Leaders and staff plan and implement an ambitious curriculum across all areas of learning. They sequence children's learning well throughout the nursery. Staff complete observations and assessments of children's learning effectively. They use this information to plan what children should do next in their learning. In addition, staff support children's transitions through the nursery and beyond well. The processes in place when children move rooms are flexible and support their specific needs. All children make good progress with their development, in relation to their starting points in development.

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

- The curriculum for physical development is good. All children have ample opportunities to develop their large and small muscles. Staff encourage babies to pull themselves up and reach for their favourite toy as they develop their core strength. Furthermore, toddlers build on their hand dexterity as they use tools, such as tweezers, to pick up teabags and pour water into different-sized cups. This develops their small muscles in preparation for early writing.
- Staff support children's understanding of healthy lifestyles well. Children enjoy nutritious and home-cooked meals. Staff support babies in washing their hands using hand over hand to model how to clean their hands. In addition, pre-school children learn about the importance of good oral health. Children learn the importance of good hygiene habits.
- Children benefit from a language-rich environment. Staff sing, read and talk with children throughout the day. Babies giggle and smile as staff sing familiar nursery rhymes to them as they play. In addition, older children are introduced to new words, such as 'brew' and 'protein', to extend their vocabulary. This supports all children as they learn to become confident communicators.
- Staff support toddlers and pre-school children to develop their listening and attention skills. For example, they use smaller group time effectively to encourage children to sit and listen intently to stories. Overall, the curriculum supports children to build positive attitudes to their learning. Children show high levels of curiosity and concentration when creating models of the 'planet earth'

at the play-dough table. However, at times, staff interrupt children's play to introduce routine activities, such as circle time. This means that children do not always have the opportunity to play without interruption and deepen their learning.

- Children are generally independent and try to do things for themselves. Babies try hard to feed themselves, and toddlers readily put their coats on to go outside. However, on occasions, staff do not consistently recognise when children are able to do more by themselves, such as pouring drinks and serving snacks to older children at snack time. This does not fully support children to gain the skills they need for their next stage of learning, including their move to school.
- Leaders value staff, and their well-being is paramount to them. Staff receive regular supervision sessions and have access to a range of training opportunities to support their continual professional development. This contributes towards ensuring that children receive good-quality care and education.
- In the main, partnerships with parents are good. Staff are approachable and, in the main, have developed secure relationships with parents. However, the provider does not always ensure that they gather the views of all parents to make plans for improvement.

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:

- review the organisation of activities and routines so that they meet the needs of all children so that they can consistently engage and remain focused in their learning
- encourage older children's independence more consistently, so they can learn and practise the skills they need ready for school.
- consider further ways to seek views from all parents to help support how further improvements can be made to improve the already good partnerships.

Setting details

Unique reference number	EY262887
Local authority	Liverpool
Inspection number	10380444
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	0 to 4
Total number of places	86
Number of children on roll	147
Name of registered person	Spring Enterprises NW Ltd
Registered person unique reference number	RP903586
Telephone number	0151 226 8600
Date of previous inspection	10 June 2019

Information about this early years setting

Spring Park Nursery registered in 2003 and is situated in Liverpool, Merseyside. The nursery employs 16 members of childcare staff. Of whom, one member of staff holds early years professional status, three staff hold appropriate qualifications at level three, and four staff hold appropriate qualifications at level two. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 5.45pm. The nursery provides government funded childcare.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The deputy manager and the inspector completed a learning walk together and discussed the early years foundation stage curriculum for the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at 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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