

Staplands Day Nursery

176 Thomas Lane, Liverpool, Merseyside, L14 5NZ

Inspection date	18/06/2014
Previous inspection date	02/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practitioners use a range of effective teaching strategies, which means that all children make good progress relative to their starting points.
- Practitioners are nurturing and demonstrate clear, consistent boundaries, therefore children make secure emotional attachments and are well behaved.
- Strong partnerships with parents, local schools and other professionals, means that children are well prepared for their next stage in learning, including school.
- The manager has a good understanding of safeguarding and ensures that all practitioners implement the setting's robust policies and procedures. Therefore children's learning needs are met and they are kept safe.

It is not yet outstanding because

- There is scope to enhance children's imaginative role-play activities, in a way that encourages their use of expressive language to a higher level.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector checked all policies and procedures, including those for safeguarding and recruitment of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of practitioners suitability to work with children, the provider's self-evaluation form and improvement plan.
- The inspector toured the premises and observed children learning indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took into account the views of parents spoken to on the day and from their written comments.

Inspector

Lynnette Kobus

Full report

Information about the setting

Staplands Day Nursery was registered in 2005 on the Early Years Register. It is run by a private provider and operates from the ground floor of a residential property, situated in the Broadgreen area of Liverpool, Merseyside. Children are cared for within three play rooms and have access to a secure garden for outdoor play. Children attend from the local community. The setting employs nine practitioners, including the manager and deputy manager who both hold an appropriate level 3 qualification in childcare. All other practitioners hold appropriate qualifications, from level 2 to level 5. The setting operates Monday to Friday from 8am until 5.30pm all year round, with the exception of bank holidays. There are 25 children on roll in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs and/or disabilities and also supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance further imaginative play experiences for children, for example, by encouraging them to explain their ideas, which will raise children's use of expressive language to a higher level.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is good and all practitioners match play activities to children's individual interests. As a result, children are very well motivated to learn and make good progress. High quality training such as 'Building Blocks for language' has had a positive impact on children's communication and language development. For example, practitioners provide a range of activities, such as singing and musical rhythm sessions, which helps children to learn about sounds and word patterns. Furthermore, practitioners plan learning, using the information gathered from parents on entry to the setting and on an on-going basis. Parents contribute to learning booklets, that are sent home on a regular basis as a communication tool and practitioners plan activities based on information from parents and share ideas from the setting, to promote learning at home. As a result, very good relationships with parents are actively contributing to children's learning and progression.

Practitioners provide a range of resources, which are relevant to children's interests. For example, children enjoy making mud pies using a range of natural materials and appropriate tools for digging and planting. Consequently, children handle equipment, tools and resources effectively. Furthermore, children show good control and co-ordination in large and small movements. Children use mark-making materials indoors and outdoors,

which helps children to develop their literacy skills. For example, pre-school children practice writing their names and making story books of their favourite activities, whilst toddlers enjoy painting the walls, using large brushes and water. Children climb and balance, designing their own obstacle courses, challenging themselves to jump higher or move faster. They are supported by practitioners who know when to intervene and when to let children attempt physical challenges independently. As a result, they develop their physical skills well. Children competently use technology appropriate to their stage of development. For example, they use toys which switch on and off and computer programs, such as number games and listening to different sounds, which link to all areas of learning in the Early Years Foundation Stage.

Practitioners join in with children's play and sit at their eye level, to role model how to use words in a way that is appropriate to children's stage of development. This means that children are learning to develop their language and thinking skills. The setting supports children who speak English as an additional language. For example, practitioners encourage children to repeat familiar words and give opportunities for children to speak and listen in their home language, in order to participate fully. Furthermore, all children are encouraged to learn additional languages, through rhymes, song and expressive arts. Therefore, children who speak English as an additional language make good progress. Children read and write as appropriate for their stage of development and they particularly enjoy story time, because practitioners engage children's interests very well, encouraging children's responses to picture books and stories. For example, the children enjoy looking at books, containing photographs of themselves, participating in their favourite activities, such as 'Our nature walk.' Therefore, children are highly motivated to learn and consistently display the characteristics of effective learning. However, there is scope to enhance further imaginative play experiences for children. For example, by encouraging them to explain their ideas, which will raise children's use of expressive language to an even higher level. The practitioners work very closely with parents and external agencies, implementing effective strategies to support children's individual learning and development needs. This means that all children, including those who have special educational needs and/or disabilities, make good progress and are well prepared for school and their next stage of learning.

The contribution of the early years provision to the well-being of children

Children settle well and feel secure in the environment, because practitioners provide a range of effective strategies, to support personal social and emotional development. For example, practitioners have implemented a sequence of photographs showing daily activities, which helps to support children's understanding of routines and expected behaviours. Furthermore, a strong key person system means that practitioners plan learning and experiences based upon good information from parents about their child. This ensures that all children's needs are known and effectively met. To help prepare children getting ready for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents. For example, practitioners provide school uniforms from the local schools, for children to wear, during getting ready for school activities. Children take turns in being the lunch monitor or daily

helper, which helps to support children's independence and sense of responsibility.

Children enjoy meal times and choose from a healthy varied menu. They enjoy the meals and all eat competently, using appropriate cutlery. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and providing a healthy balanced diet. Children learn about keeping safe as practitioners give them gentle reminders so that they don't hurt themselves. All practitioners are nurturing and know the children well. For example, a child who was initially upset during snack time was encouraged by his key person to role-play being a chef. He eagerly cut up fruit and sat with the other children, fully participating in this sociable activity. This approach is consistent throughout the nursery, resulting in very good progress in personal social and emotional development.

Children are able to manage their own self-care appropriate to their age, because all practitioners provide good guidance and give them time to complete tasks. For example, children competently feed themselves and clear away their crockery and cutlery and toys. Practitioners consistently role model positive communication strategies, to help children understand about acceptable behaviour. Consequently, children's behaviour is good. The learning environment is bright and welcoming, with a range of resources easily accessible, which enables children to follow their individual interests independently. Children particularly enjoy art and a range of materials enables children to be creative, as they experiment with paint, construction kits and build dens. Children benefit from their time spent outdoors where they learn to take risks, for example, by balancing and climbing, supported effectively by practitioners.

The effectiveness of the leadership and management of the early years provision

Safeguarding procedures are very robust. All Practitioners prioritise children's safety and have a very good understanding of how to keep children safe. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of the setting's designated child protection officer and the process to follow, to ensure that children are kept safe. The manager ensures that the setting's policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources, ensures that children's safety remains paramount. Robust recruitment and vetting systems ensures that all adults working with children are suitable to do so. As a result, children are fully safeguarded.

Leadership is good and focused improvement plans are in place to secure continuous improvement. All practitioners share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. They are very well motivated in their continuous professional development and are continually seeking ways to improve. This is because managers continue to monitor provision within the setting and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. As a result, practitioners

have a good understanding of how to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify children who need additional support, which results in children's needs being met effectively and relevant support services involved.

The setting works closely with the local early year's team who provide training and support, which has enabled practitioners to provide a range of strategies to support learning and development for all children. Effective communication systems ensure that parents are kept fully informed of their children's progress. Individual learning files illustrate the breadth of activities that children are actively involved in during their time at the setting, accompanied by explanations relating to how children learn. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. The setting works very closely with local schools, which means that children are very well prepared for their transition to school. Individual planning for children's development is shared with parents and appropriate professionals, such as speech and language therapists if required. As a result, there is consistent, secure support for children with any identified needs, and therefore, all children's needs are met.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY310418
Local authority	Liverpool
Inspection number	877960
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	25
Name of provider	Kerri Marie Titherington
Date of previous inspection	02/04/2009
Telephone number	0151 228 0507

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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