

<b>Inspection date</b>	23 January 2017
Previous inspection date	7 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff carry out consistent observations and assessments, which accurately identify what children can do. A range of challenging activities is planned for across the nursery. This helps support children's interests and the next stage of their development.
- Children's language development is fostered well. This is supported by the positive input from staff. They continuously hold conversations with older children, ask questions and listen to their ideas and thoughts. Simple sentences, instructions and single words are provided to younger children and babies to extend their understanding to help them further develop their vocabulary.
- Partnerships with parents are well established and successful. Parents speak highly of the nursery. They are encouraged to be involved in their child's learning at home and are given suggestions about how to further support their child's enjoyment and achievements.
- The provider, manager and staff are extremely dedicated and passionate about providing a high-quality service to children and their families. They continually gather suggestions from parents and children. Action plans are in place and they continually strive for improvement.

### It is not yet outstanding because:

- The existing arrangements for the monitoring of staff performance are not yet consistently used to reflect fully on the impact of teaching to help staff further improve their knowledge and skills to the highest level.
- Although the manager has a good overview of the progress of individual children, she is not yet closely monitoring the progress made by different groups of children.

## What the setting needs to do to improve further

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

- build on the professional development of staff, monitoring the quality of teaching and giving them opportunities to reflect on their practice to help raise this to an outstanding level
- analyse how different groups of children are progressing, in order to target intervention even more precisely and promote their achievements to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector had a tour of the setting.

### Inspector

Kellie Lever

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive understanding among the staff team of the policies and procedures to help to keep children safe in the nursery. Robust security measures are in place. For example, surveillance cameras are in all rooms and staff are deployed effectively. All staff know who to contact should they have any concerns regarding children's welfare. Overall, staff build on their knowledge. Staff attend additional training and some staff are working towards achieving higher levels of childcare qualifications. The manager monitors children's individual progress across all areas of learning and identifies where additional support is needed.

### Quality of teaching, learning and assessment is good

Staff are well qualified and support children's learning and development well. Staff have an in-depth knowledge of how children learn. From this, they provide good quality, age-appropriate experiences that motivate children to learn. Staff competently promote children's early literacy skills by encouraging them to write down lists and they devise plans when building structures, such as houses. Staff support younger children's understanding of early number skills as they sing number songs. Older children carry out activities to create patterns, distinguish differences and similarities in relation to amounts and are encouraged to solve problems about space. Staff encourage children to be active and support their physical skills well. For example, they have regular access to the outdoors where they have space to ride on push-along toys and master new skills, such as walking.

### Personal development, behaviour and welfare are good

The care provided for children across the nursery is good. The key-person system works well and helps children to build secure relationships with staff. Babies' personal care routines are carried out effectively and they appear happy and content. Children from a young age learn about the importance of being healthy and carry out good hygiene procedures. For example, they independently wipe their nose and understand the need to wash away germs. Mealtimes are occasions when staff encourage children to develop their social skills and to talk about healthy food choices. Staff take effective steps to ensure that children are emotionally prepared for times of change, such as when starting at the nursery, moving from room to room and on to school. This helps support children's well-being as they become familiar with new staff or teachers and routines.

### Outcomes for children are good

Children are making good progress in their learning; this includes those who speak English as an additional language. They are confident and show an eagerness to learn. Children explore the vibrant, stimulating environment that ignites their curiosity and wonder. They have easy access to resources, which is one way that the children learn to play independently and make their own choices. Children's behaviour is good. They learn about tolerance and acceptance as they join in group activities, share resources and respect each other's views and opinions. Children acquire the skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	EY462270
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1066876
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	123
<b>Name of registered person</b>	Childsplay of Liverpool Limited
<b>Registered person unique reference number</b>	RP532559
<b>Date of previous inspection</b>	7 October 2013
<b>Telephone number</b>	01517372174

Childsplay of Liverpool Ltd was registered in 2013. The nursery employs 28 members of childcare staff. Of these, 25 hold appropriate early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday, all year round with the exception of bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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