

Spring Park Nursery

Muirhead Avenue East, Liverpool, Merseyside, L11 1ER



Inspection date

13 February 2017

Previous inspection date

11 December 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- The manager places a strong focus on monitoring the progress individual and groups of children make towards the early learning goals. Information gained from assessments of children's learning is used well to inform planning. Children make good progress.
- Extra funding is used well to promote good outcomes for children. For example, children benefit from extra sessions which help to provide continuity of care. Resources are purchased that are used to help promote children's attention skills. Children enjoy participating in listening games, memory games and story time.
- Mathematics is promoted well throughout the nursery. For example, babies are encouraged to count as they roll and catch a ball. Younger children learn to identify numbers written on puzzle pieces. Older children work out simple problems, such as what quantity of water and flour is needed to make dough.
- Staff work closely with one another to share information about children's learning when they are due to move between rooms. Children make a number of visits to the new room with their key person prior to moving. This helps to prepare children for their transitions within the nursery and promotes their emotional well-being.
- Partnerships with parents and other professionals are good. Information is regularly shared about children's learning and development. Parents are encouraged to contribute to children's assessments and to continue children's learning at home.

It is not yet outstanding because:

- Staff are not fully supported to share good knowledge gained through training across the staff team to help raise the quality of practice to an outstanding level.
- Very occasionally, lunchtime routines in the toddler room are not organised as well as they could be. Some children become distracted and disengaged.

What the setting needs to do to improve further

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

- support staff to use and share knowledge gained from all training to help raise the quality of practice to the highest level
- review and enhance the organisation of lunchtime routines, particularly in the toddler room, that helps children engage fully.

Inspection activities

- The inspector took a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed the quality of teaching during activities indoors 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. She discussed self-evaluation processes, 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.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The manager reflects well on the effectiveness of the setting and considers the views of staff, parents and children. She has clear plans in place to help support continuous improvement. Recruitment procedures are robust and induction systems ensure that new staff are familiar with the nursery's policies and procedures. Safeguarding is effective. Staff have a good understanding of the different types of abuse. They know the procedure to follow if they are worried about children's welfare and how to report any concerns. Staff are deployed well, ratios maintained and children are supervised effectively. All accidents are recorded and parents are swiftly informed. Parents comment that they are happy with the service provided for their children.

Quality of teaching, learning and assessment is good

Staff are well qualified. They have a good understanding of the different ways in which children learn. Staff are enthusiastic and interact with children in positive ways to help promote learning. Staff teach language skills well and introduce new words to help increase children's vocabulary. For example, they use questioning effectively and encourage older children to join in conversations. Older children eagerly talk about a dough mixture they have created. They enjoy manipulating the dough and use new words, such as squeeze and squish. Younger children join in at song time. They take turns to talk to staff about their favourite fruits. Babies practise sounding out new words, such as ball. Staff repeat words after them to confirm they have been heard. All children enjoy their time in the nursery and are, overall, engaged and motivated to learn.

Personal development, behaviour and welfare are good

Children settle quickly in the nursery. They confidently seek out activities and resources that interest them from the good range available. Children form good attachments with staff and their peers. Babies enjoy positive interactions with sensitive staff. They learn how to put on their coats to play outdoors on the equipment. This helps to promote their physical skills. Younger children are encouraged to share and take turns. Staff are good role models and remind children to be polite and use their manners. Older children are highly independent. For example, they help to set the table at lunchtime and clear away dishes when they are finished. Staff teach children about the importance of leading healthy lifestyles. For instance, children learn about how eating fresh fruit is good for their health. Children follow good hygiene practices, such as washing their hands before eating and after toileting.

Outcomes for children are good

All children, including those who speak English as an additional language, those who have special educational needs and disabilities and funded children, make good progress. Babies use spoons successfully to eat their breakfast independently and practise their self-care skills. Younger children enjoy gluing ladybird shapes onto paper and count the spots on the insect. Older children learn to take age-appropriate risks. For instance, they fill jugs with water and carry them carefully to the table to pour into drinking cups. All children are well prepared for the next stage in learning and eventual move to school.

Setting details

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| Unique reference number | EY262887 |
| Local authority | Liverpool |
| Inspection number | 1064444 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 88 |
| Number of children on roll | 140 |
| Name of registered person | Spring Enterprises NW Ltd |
| Registered person unique reference number | RP903586 |
| Date of previous inspection | 11 December 2013 |
| Telephone number | 0151 226 8600 |

Spring Park Nursery was registered in 2003. The nursery employs 26 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2, 3 or 6, including the manager who has early years professional status. Four members of staff are currently working towards a level 3 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children who speak English as an additional language and children who have special educational needs and disabilities.

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