

# Everton Nursery School and Family Centre

Everton Nursery School and Family Centre, Spencer Street, LIVERPOOL, L6 2WF

<b>Inspection date</b>	08/09/2014
Previous inspection date	23/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff's quality of teaching is consistently high. Consequently, children are highly motivated to learn and make very rapid progress in their learning and development.
- Children are able to make the best possible progress due to staff's rigorous assessment procedures and swift, innovative strategies to provide children with support when needed.
- Children's emotional well-being is exceedingly well supported by superb settling-in arrangements. As a result, parents and children build excellent relationships and flourish during their time at the provision.
- Staff plan the exemplary indoor and outdoor learning environment meticulously. As a result, children freely access a wealth of resources and their independence is developed exceptionally well.
- Children are robustly safeguarded as the senior leadership team regularly review their rigorous policies and procedures and actively contribute to staff's understanding of these processes through effective monitoring and support.
- The senior leadership team has an outstanding process for reviewing and improving the work of the nursery. As a result, staff are exceptionally well supported and they have a significant impact on children's learning and development.

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### 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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### Inspection activities

- The inspector conducted two joint observations with members of the senior leadership team.
- The inspector observed activities in the indoor and outdoor environment, care routines and spoke with staff at appropriate times during the inspection.
- The inspector took into account views of parents and carers spoken to during the inspection and from information included in the provision's own parent survey.
- The inspector held a meeting with the senior leadership team and reviewed the self evaluation form.
- The inspector reviewed a sample of policies and procedures, recruitment and supervision documents. The inspector also reviewed planning, observation, and tracking documents.
- The inspector checked evidence of suitability and qualifications of staff working with children.

### Inspector

Lauren Grocott

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**Full report****Information about the setting**

Everton Nursery School and Family Centre opened in 2001 and was re-registered under the current management in 2011. The provision is run by the governing body of Everton Nursery School and Family Centre. It is situated in Everton, Liverpool and primarily serves families living in the local community. The provision has full disabled access and facilities. Children use three nursery rooms and four fully enclosed outdoor play areas. They also have access to a food preparation room and sensory room. The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 67 on roll in the early years age range. The provision for two- to three-year-old children is open Monday to Friday from 8am to 6pm for 50 weeks a year. For children aged from birth to two years, the provision is open from Tuesday to Thursday from 8am to 6pm for 50 weeks of the year. The provision supports children with special educational needs and/or disabilities. The senior leadership team hold a number of qualifications, including Qualified Teacher Status and BA Honours degrees. Of the 12 members of staff working with the children, one of these holds a BA Honours degree, 10 are qualified to level 2 or 3, and one is working towards a level 2 qualification. The provision has achieved numerous quality awards and is supported by the local authority.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- extend the already successful engagement of parents to enhance their understanding of children's learning and development, by continuing to develop the parent learning programmes.

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

The highly skilled staff team have an exemplary understanding of the ways in which children learn and develop, and plan a wide range of activities based around their current interests in order to extend their learning. As a result, children are making rapid progress and are enthusiastic to learn. Staff skilfully observe children to effectively underpin their planning for learning and development. The procedures for assessing children's progress are accurate and robust, and enable parents to contribute fully to the progress check when their child is aged between two and three years. This ensures that early intervention can be secured for children where appropriate to ensure they can make the best possible progress. Parents receive a wealth of information about what and how their children are learning. Consequently, they are able to extend their children's learning at home. Many parents take the opportunity to participate in a school-readiness programme with their

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child. This extends learning from the provision to the home environment, and parents provide extremely positive feedback about their new found understanding of how their children learn.

Children are encouraged to reflect on their own experiences, and their bonds with the staff team mean staff are often aware of personal events in children's lives. For example, the children are asked to recall a local event over the summer, which involved giant puppets walking through the city centre. Staff accessed images of the giant puppets on a smart board, which children could use as a visual aid. Some children then began to build their own puppets out of open-ended resources. As a result, this activity was extremely meaningful for children as they consolidated their learning and own experiences. Teaching highly motivates children due to the variety of learning experiences on offer and the creative ways in which staff engage children. In one of the outdoor areas, there is a recently re-planted vegetable patch. Children are able to harvest the vegetables grown and help to cut and prepare them in the food preparation room for a nursery meal. Consequently, they are learning about the natural world and their physical development and personal safety are also being effectively supported. Younger children and babies are offered plenty of time to explore at their own pace. For example, during sessions of heuristic play with treasure baskets, staff provide a superb range of resources that babies can touch, feel and hear. The time dedicated to activities such as these, means that children are able to make exceptional progress as they have opportunities to develop their own ideas and expand on what they already know.

Enthusiastic staff use signing as an innovative teaching method to develop children's communication and language skills. Children are reminded of the signs through pictures placed around the provision. They can also see words in print around the environment naming familiar objects. Consequently, children are beginning to recognise the presence of letters to prepare them for their next steps in learning. All children begin to connect words with actions through staff's excellent use of descriptive language during activities or care routines. This provides an opportunity to develop their language skills and also helps children to understand what is happening and why. As a result, all children, including those with special educational needs and or disabilities, are exceptionally well prepared for their next stage of learning. Staff also involve number and numerical language during daily routines. For example, when a child climbs up onto the nappy changing unit, they count each step with a staff member. Each step is also labelled so that children can begin to make a connection between counting and the numbers visible to them around the provision.

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

Children form strong bonds with their key person and soon feel confident in attending as a result of the highly comprehensive settling-in process. Staff visit children at home to start to build a relationship with them and their parents and carers before they attend the provision. Staff record a wealth of information about children in order to successfully plan for their settling-in sessions. Children's emotional well-being is exceedingly well supported when they move on within the provision as staff share information to ensure that this is

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meticulously planned for. Highly skilled staff use a consistent approach to manage children's behaviour. Children are gently reminded about sitting properly when they are trying to move from the lunch table as this positively reinforces what staff would like to see. Staff ensure that their communication with children is appropriate to their age and stage of development, so that children understand what is expected of them. Children are also asked to consider, where appropriate, what might happen if they continue with a certain action. This strongly promotes children's understanding of their own personal safety. During the day, older children have an opportunity to take part in peer massage if they would like. Staff and children sit in a circle and relax together, with some children choosing to massage their friends' backs. Consequently, children's emotional well-being is significantly enhanced. This also teaches them about being gentle with other children.

The indoor and outdoor learning environments are meticulously well planned to promote children's growing independence and well-being. Children have opportunities to move freely between indoors and outdoors during certain parts of the day, and the outstanding range of resources available are accessible at children's level. The outdoor play areas contain a mixture of physical equipment and natural features to promote children's exploration. Younger children and babies have a sensory garden, which includes lavender for them to smell and textured wall tiles for them to touch. Older children can access wheeled toys and a variety of climbing equipment. Consequently, their physical health and independence is being exceptionally well promoted. The learning environment contains many images and resources that reflect a variety of cultures. Staff ensure that they obtain relevant information from parents about cultural celebrations so that these can take place within the provision. As a result, children's emotional well-being is extremely well fostered and they develop a strong sense of belonging.

Older children are offered a choice of freshly cooked meals at lunchtime. A member of the senior leadership team and the nursery cook have undertaken early years nutrition training and worked in partnership to create the nursery menu. This varies for each age group, in order to optimally meet the needs of each child including any dietary requirements. Staff socialise with children during mealtimes and take opportunities to discuss the food they are eating. At times, children also have opportunities to help with food preparation, which actively contributes to their understanding of healthy choices, and supports their growing independence. Hygiene practices are exceedingly well embedded. Children understand they must wash their hands before and after meals, and after having their nappy changed or using the toilet. Children's physical health is further promoted by brushing their teeth at nursery. As a result, children develop an excellent understanding of how to look after their bodies to ensure a healthy lifestyle

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

The provision has robust policies and procedures to safeguard children and staff receive regular training to ensure they are able to implement them effectively. The highly qualified senior leadership team disseminate reviewed policies to staff and there is an exceptionally high level of support available to staff should they have concerns about a child. As a

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result, children are extremely well safeguarded at the provision. Fire drill practice and risk assessments are in place and regularly reviewed to ensure children's safety is exceptionally well supported.

The dynamic senior leadership team consistently evaluate and reflect on practice to drive improvement and achievements for all children attending the nursery. They monitor and evaluate the exciting educational programmes and support the staff team in securing interventions for children where appropriate. Highly effective partnerships are developed with parents and other agencies, such as health visitors and speech and language therapists. Senior leaders continue to think of new and innovative ways to engage with parents and other professionals, and have identified this as an area for development through self-evaluation. Parents are able to attend open days, contribute to their children's assessments and individual education plans, as well as looking at video footage, photographs and their child's communication book. The leadership team aim to provide even more support for parents around children's learning and development, particularly relating to younger children and babies, and have begun to look into how and when they will implement this. The senior leadership team also wish to provide support for other settings in their area and regularly deliver, and take part in both national and international conferences. As a result, leadership is inspirational and practice is highly innovative. Other areas for improvement identified by both staff and the leadership team are sharply focused around the needs of the nursery. For example, an evaluation of the baby room identified that young children were constantly emptying a bookcase to climb into it. The team have now created a book box and have instead allocated the low-level book case as a piece of climbing equipment.

The senior leadership team ensure that staff receive regular and effective supervision from a trained counsellor. Consequently, staff are exceptionally well supported, motivated and their development needs are identified and met rapidly. The senior leadership team also observe practice on a regular basis to provide feedback for staff. Staff are also filmed and encouraged to evaluate and refine their already excellent practice. This process is reviewed by the senior leaders to ensure its continuing effectiveness. The programme for training and development is targeted and astute to meet the needs of the staff and children. Staff have opportunities to request specific training, and there is an ongoing, rigorous development programme. This ensures that practice is significantly enhanced and children's needs are being met effectively.

The senior leadership team fully understand their role and responsibilities, to ensure children's outstanding progress, well-being and safety. Robust systems are in place to monitor processes, and procedures are highly comprehensive to ensure children's continuing well-being. Recruitment procedures are rigorous and vetting checks have been undertaken to ensure staff's continuing suitability to work with children. The environment is very secure, with play rooms being accessed by numbered key pads, and door release buttons being out of children's reach. As a result, children's safety is constantly being reinforced. Parents comment that the setting is 'fantastic' and they are '100 per cent happy' with the care provided.

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**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**



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**What inspection judgements mean**

<b>Registered early years provision</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

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**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**

<b>Unique reference number</b>	EY422334
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	852310
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	112
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Everton Nursery School Governing Body
<b>Date of previous inspection</b>	23/08/2011
<b>Telephone number</b>	01512331969

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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

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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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