

# Anfield Children's Centre Day Nursery

Oakfield, Anfield, LIVERPOOL, L4 2QG



<b>Inspection date</b>	4 December 2017
Previous inspection date	7 August 2014

<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

- The manager shows a strong commitment to making improvements that continually improve practice. She reflects well on the quality of the nursery. The manager considers the views of staff, parents, children and staff at the linked school when making any changes. For example, she has recently reviewed the times when children arrive at nursery to help to minimise disruption of children's learning.
- The manager establishes secure relationships with staff at the linked school. She works closely with teachers, providing consistent support for children as they prepare to move on to school. Children visit the school weekly. They take part in numerous activities and experiences that promote learning, such as outdoors with the forest school teacher.
- The manager and staff form very positive partnerships with parents and other agencies. They work with them closely to meet children's individual needs. Staff put specific plans in place to support each child to make good progress.
- Parents speak highly about the care and learning their children receive. They state that they attend regular meetings and have daily discussions with staff about their child's development. Parents are supported well to help continue their child's learning at home.

### It is not yet outstanding because:

- Some staff in the baby room do not use very skilful questioning methods that help to support younger children to develop their good thinking and speaking skills further.
- Sometimes, staff in the pre-school room do not fully support children to understand the benefits of healthy eating, in relation to their physical well-being.

## What the setting needs to do to improve further

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

- enhance opportunities for younger children to think and respond to questions asked and help them to develop their thinking and speaking skills to even higher levels
- increase children's understanding of the benefits of healthy eating to support their learning even further.

### Inspection activities

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

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has rigorous recruitment and vetting procedures in place to help ensure that all staff are suitable to work with children. Staff have a good understanding of their responsibilities with regard to the safeguarding and welfare requirements, including child protection issues. They fully understand what to do should they have concerns about the welfare of a child in their care. The manager completes regular supervision sessions and supports staff to further develop their practice. She monitors the progress made by individual and groups of children to help identify and address any gaps in teaching and learning quickly. The manager invites musicians into the nursery to provide weekly music sessions. This helps to support children with their listening and attention skills and behaviour.

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

Well-qualified staff access regular professional development opportunities to help improve their teaching and practice overall. For example, recent training has helped staff to improve their skills in the observation and assessment of children's learning. Staff now use information from observations more precisely to identify what children need to learn next, to aid in their tracking of children's progress. Mathematics is promoted well across the nursery. For instance, staff in the baby room encourage babies to join in with actions to nursery rhymes, modelling counting well. Younger children practise counting teeth displayed on an x-ray. Older children enjoy talking about the size and shape of ice cubes during an activity outdoors. They learn about scientific concepts, such as how ice melts in their warm hands. All children are motivated to learn in this stimulating environment.

### Personal development, behaviour and welfare are good

Children are happy and enjoy their time spent in nursery. They settle quickly and form strong attachments with staff. Children behave well and learn to share and take turns. Staff are good role models for behaviour and manners. They ensure that appropriate nappy changing procedures are followed and well documented. Children develop good independence and self-care skills. For example, younger children use the toilet and wash their hands afterwards. Staff give older children simple age-appropriate tasks, such as serving their lunch and helping to pour water from jugs.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and funded children, make good progress. Gaps in learning are closing. Older children thoroughly enjoy regular music and dance sessions. They eagerly join in with moving to the music. Children applaud their achievements and show good levels of self-esteem and confidence. Younger children practise their good physical skills as they perform their daily exercises. They move with agility and enthusiasm outside. Babies develop their sensory skills, such as when investigating shiny baubles and lights that they place on a Christmas tree. All children are prepared well for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY371856
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1104770
<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 - 5
<b>Total number of places</b>	49
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Anfield Children's Centre Committee
<b>Registered person unique reference number</b>	RP527994
<b>Date of previous inspection</b>	7 August 2014
<b>Telephone number</b>	0151 233 4001

Anfield Children's Centre Day Nursery registered in 2008. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, for 51 weeks of the year, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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