

Life Bank Nursery at Kensington Children's Centre

23 Quorn Street, LIVERPOOL L7 2QR



Inspection date	30 August 2018
Previous inspection date	23 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Many children start at the setting with levels of development that are less than typical for their age. By the time children are ready to move to school, they are making good progress relative to when they first started. They are catching up well.
- The manager and staff are dedicated and passionate with high expectations for children. They regularly go above and beyond to support disadvantaged children and their families. The manager and staff ensure that these children and families are supported to get any additional help that they need.
- Staff build strong partnerships with parents, carers and other professionals. They work closely with other professionals so that they can provide extra support where children need it. This includes for those children who have special educational needs and/or disabilities, and children who speak English as an additional language.
- Parents speak highly of the nursery. For example, they state, 'Staff are brilliant teachers. My child has come on so well with their language skills. I feel reassured about their move to school next week'.
- Children enjoy the time they spend in the nursery. Staff offer plenty of cuddles and reassurance and new children settle quickly.

It is not yet outstanding because:

- Observations and assessments of children's learning are good. However, assessments completed for younger children are not consistently rigorous and sharply focused.
- At times, staff do not utilise enough opportunities to fully extend and challenge children's learning to the highest levels.

What the setting needs to do to improve further

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

- strengthen the already good system for the assessment of younger children's learning further, so that they are supported to make even higher levels of progress
- enhance teaching so that children are given further challenges to deepen and extend their learning to the highest level.

Inspection activities

- The inspector took a tour of the nursery with the nursery manager, including the outdoor environment.
- 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 nursery manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the nursery manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management is good

The manager evaluates the quality of the nursery effectively. He seeks the views of parents, staff and children to help to identify aspects of the provision to develop further. The manager monitors staff performance well overall and helps them to improve their knowledge and practice. Staff implement new ideas gained from recent training and make changes that benefit children. For instance, they use various strategies to help to promote children's speaking skills well. The manager monitors the progress that all children make effectively. Safeguarding is effective. Staff have a secure knowledge of how to identify and respond to any concerns about a child's welfare. They deploy themselves well and implement effective risk assessments to protect children from harm. This helps them to maintain a safe environment for children.

Quality of teaching, learning and assessment is good

Well-qualified staff get to know children well. They provide an interesting range of activities that helps to motivate children to learn. For instance, older children plant, harvest and eat vegetables, such as tomatoes. Staff encourage them to count and compare the different sizes, shapes and colours. This helps to support older children's good mathematical skills effectively. Older children learn how to pick sweetcorn and peel back leaves to reveal the vegetable hidden inside. They use their good describing skills and tell staff the tassel is 'Like string and is fluffy'. Children discover beads of water between each layer. Staff introduce new words to help to support children's growing vocabulary, such as, 'moisture'. Children explore the natural world around them with enthusiasm. They are confident and keen learners.

Personal development, behaviour and welfare are good

Children form strong attachments to staff and firm friendships with their peers. Staff are good role models for children. They teach children to be kind to their friends, to share resources and to negotiate turn taking with others. Children behave well and use good manners. They learn about the importance of leading a healthy lifestyle. For example, staff engage children in discussions about what they are eating during mealtimes. They talk to children about healthy food that, 'makes us big and strong'. Children have plenty of opportunities to be physically active outside. Staff observe children closely to ensure that they are safe. For instance, they remind them to walk carefully so they do not slip on the wet grass. This helps children to develop a good understanding of managing age-appropriate risks.

Outcomes for children are good

Children are independent and manage their own self-care skills. For example, they wash their hands before eating and after using the toilet. Older children develop good social skills. They play collaboratively and welcome others into their games. Younger children demonstrate good mathematical skills. For instance, during water play with toy dinosaurs, they hold one up in the air and state, 'I find a small one'. Babies develop good sensory skills. They enjoy experiences, such as feeling the texture of sand as it runs between their fingers. All children acquire skills that help to prepare them for future learning and school.

Setting details

Unique reference number	EY376559
Local authority	Liverpool
Inspection number	10068946
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 8
Total number of places	78
Number of children on roll	22
Name of registered person	Sure Options Ltd
Registered person unique reference number	RP528155
Date of previous inspection	23 May 2014
Telephone number	0151 300 8420

Life Bank Nursery registered in 2008. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The nursery is open from Monday to Friday, 51 weeks of the year. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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