

Hudson Nursery

Hudson Primary School, Moorhey Road, LIVERPOOL, L31 5LE

Inspection date

Previous inspection date

12/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- The quality of teaching is outstanding because staff have an exceptional understanding of how children learn. They make thorough observations and use these to plan inspiring activities to meet the needs of all children. As a result, children are highly motivated and eager to learn.
- Children feel secure and make superb emotional attachments because staff know the children and their families very well and are loving, sensitive and attentive to individual needs.
- Children develop excellent early language skills because there is a very sharp focus on communication, physical, personal, social and emotional development. As a result, children are very well prepared for the next stage of learning.
- Highly effective partnerships with parents, carers and other professionals ensure that all children's individual needs are exceptionally well met.
- Staff have an in-depth knowledge and understanding of the welfare and safeguarding requirements. Consequently, children are kept exceptionally safe while in their care.
- Leadership is inspirational. Robust management systems are in place based on highly effective monitoring systems and staff development is sharply focussed on outcomes for children. As a result, all children make excellent progress from their starting points.

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.

Inspection activities

- The inspector observed a variety of activities in the designated playrooms and outdoors.
- The inspector talked to staff and children throughout the morning and conducted a joint observation with the lead teacher.
- The inspector considered a range of documentation, including policies, planning and assessment, children's records, risk assessment and safeguarding procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day and from comments made in the children's daily diaries, home learning books and setting's own parents' survey.

Inspector

Dorothy Williams

Full report

Information about the setting

Hudson Nursery was registered in 2013 on the Early Years Register. It is situated within Hudson Primary School and Children's Centre in Maghull, Liverpool. It is managed by the governing body of the school. It operates from designated playrooms within the nursery and is accessible to all children. Children have access to an outdoor play area. The school employs four members of staff to work within the setting. All staff hold an appropriate early years qualification at level 3 and above, including two with Qualified Teacher Status and Early Years Professional status. The setting opens Monday to Friday, term time only, from 9am until 12noon. There are currently 12 children attending who are under three-years-old. The setting has funding for two -, three- and four-year-old children. It supports children with English as an additional language and children with special educational needs and/or disabilities. The setting 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:

- develop designated areas of the setting to enable children to work alone or in small groups, with their key person and with other professionals.

Inspection judgements

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

The quality of teaching is exceptional because the well-qualified staff have an in depth knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff are dedicated and enthusiastic in their work and have the skills required to enable young children to achieve the best they can from their starting points. Children are provided with a wide range of activities and experiences to capture their interests and extend their skills. The environment is well set out to encourage children's independence. Resources are easily accessible for all children, so that they are able to initiate their own learning. Children consistently demonstrate high levels of involvement and interest in all areas of learning. Adult-led activities are well resourced with story sacks, song boxes, picture clues and explanations. For instance, children listen to stories about spiders and join in with the familiar endings. They pretend to catch hidden spiders and then make spiders with dough and straws. They continue the theme by going on a spider hunt outdoors using magnifying glasses, bug boxes and bug catchers.

Children's early language and communication development is given a very high focus within the nursery. Visual timetables, early signing, gestures and visual clues are used to support and extend children's growing vocabulary. Staff are trained in a variety of strategies. They give very clear eye contact, give children time to think before answering

questions and use familiar songs and rhymes to reinforce early language. Children demonstrate high levels of engagement as they add meaning to their marks saying, 'I have made a spider, see, s for spider'. Staff praise children's achievements and add descriptions to their words, such as, 'big' and 'hairy'. This reinforces letters and sounds and encourages children to add more vocabulary in their speech. Computers are used to further extend identification of numbers and letters, to match sounds and improve dexterity. Children have ample opportunity to mark make and count both indoors and outside as there are many and varied textured letters and numbers all around. They use crayons and paint brushes of varying sizes to create spiders, butterflies and caterpillars. The completed artwork is displayed throughout the setting, demonstrating how children's work is highly valued and respected.

Staff get to know each family very well and gain valuable knowledge about children's prior development, needs and interests. They collect abundant relevant information from parents before children begin attending the setting. Staff make home visits, attend children's centre meetings, and support settling-in sessions. They make robust, precise, sharply focused observations and use this information to assess children's starting points and effectively plan for their learning and development. Each child has an individual learning journal, which documents their progress. Parents actively contribute to their children's learning in the nursery and at home. They complete 'wow' observations about children's home experiences, comment on assessments, such as the progress check for children between the ages of two and three years and join in some of the many opportunities to help and support learning in nursery. As a result, parents are an integral part of children's learning and progression and children are acquiring the skills needed for their future learning.

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

Children form very strong bonds and secure emotional attachments because there is a well-embedded key-person system that supports both children and their families. Staff are excellent role models, they speak quietly to children effectively answering questions and supporting their inquisitiveness. They set rules and boundaries and have appropriate sanctions. The sensitive caring approach ensures all children are aware of the needs of others and as a result, their behaviour is exemplary. Children fully engage in their activities and experience rich, varied and imaginative learning opportunities throughout the day. They play well together, share activities and resources, support one another and make strong friendships. Transition to the nursery is excellent as children share resources and space with those in the school-based provision. Staff share information and work closely together to support children's interests and extend opportunities for progress. Highly effective transition strategies and partnerships with the nursery and school ensure that children have continuity of care and are very well prepared for the next stage in their learning.

Children are given many opportunities to follow their interests, select resources and extend their imagination when playing because the staff expertly support learning through a balance of adult-led and child-initiated activities. Children learn about other cultures and abilities because the school prides itself on their relationship with the local and wider

community, in all its diversity. They enjoy visits within the community, to the library, churches, shops, farm, park and places of interest. They learn about Anne Frank, Holocaust Day, Eid, Diwali, Chinese New Year and a variety of other celebrations through families, local interest and stories. Children help themselves to a very nutritious healthy snack of water, fruit or raw vegetables from the ongoing snack bar. At snack time, they have milk to drink, butter their own toast and are supported to wash their own plates and cups, a task they thoroughly enjoy. Children are able to manage their own hygiene needs and self-care appropriately according to their age. They readily wash their hands before snack, after using the toilet and after playing outside. Nappy changing and toilet training routines are highly effective in helping children to progress in their personal development. When they feel tired, children rest in cosy areas or sit quietly with their key person to enjoy a favourite book or listen to music.

The innovative outdoor provision is inspiring, it captures children's interests and meets their need for physical, social and emotional development. It provides a wealth of opportunities for communication and language development, mathematics and understanding the world. The investigative nature of children is nurtured and their skills enhanced. It has been transformed through planning, expert training and support. Two large areas are now one, a myriad of pathways support children to negotiate space, problem solve and make decisions. Children mark make using large well-placed boards and paper rolls. They explore wet and dry sand, enjoy water play, search for mini-beasts and investigate the outdoor dens. Outdoors, children learn to take risks in a safe environment. They help each other to stay safe and are able to freely express their interest as they carefully climb, run and jump within the spacious area. Children are reminded to handle worms gently and to leave spider webs undisturbed. The forest school provides children with opportunities to learn bush crafts, such as making dens, camp fires and using willow to make a cave. The wild meadow and planting areas increase children's awareness of their environment and the value of nature. Children are closely supervised in the forest school and understand that they must only use it with an adult. In this way, children are kept very safe, they know how to take risks and are becoming more confident when using resources. As a result, they make superb progress in physical, personal, social and emotional development.

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

Managers and staff have an excellent knowledge and understanding of their role in meeting the safeguarding and welfare requirements of the Statutory framework for Early Years Foundation Stage. They are acutely aware of safeguarding issues and understand the procedures to follow should they have any concerns. Comprehensive risk assessments are in place for all areas of the building, outside areas, outings and visits. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so. All required policies and procedures are in place, exceptionally well written, regularly reviewed and shared with parents.

Leadership and management are very highly effective and inspired, underpinning this excellent provision. The setting excels at supporting children and understanding their

needs through the excellent quality of teaching and learning, documenting evidence, self-evaluation, safeguarding and partnerships. Staff have an in-depth knowledge and understanding of how to challenge and support young children's learning and development. They plan very well for individual children, regularly review and monitor progress and access early intervention. As a result, children are highly motivated and show positive attitudes to learning. Regular appraisals, peer observation and performance management systems ensure that staff are effectively deployed and teams are well balanced. Staff are well supported in their own professional development. They attend a variety of relevant courses and support other settings by providing training within their network of schools. Children's individual needs are quickly identified because staff effectively monitor children's learning, skills, abilities and progress. Gaps are quickly identified and advice is sought. In this way, all children are well supported and have their needs well met. Constant self-evaluation is evident throughout the setting and concentrates on achieving excellent outcomes for children. Through regular evaluation and peer moderation strengths and areas for improvement are clearly identified and robust plans are in place to secure improvement. For example, staff are exploring ways of offering children more designated spaces where they can concentrate on specific work, either alone or with friends and key persons. Staff regularly share their excellent practice with other staff and settings within their network. The self-evaluation process involves all staff, parents, children and outside agencies, this ensures consistency and balance. The team have very high expectations for all areas of their provision and effectively share their vision to be at the heart of a caring community, a place where children and families are nurtured and everyone experiences excellence.

Partnerships with parents and other professionals are evident and well established. Excellent relationships, information sharing and good communication systems ensure that parents are kept fully informed of their children's progress. The parents' voice is clearly reflected throughout the setting. The entrance is enhanced by photographic displays of their involvement in group sessions, supporting children and meeting their own needs. They are invited to share all aspects of their child's day through specific activity sessions linked to reading, writing, sounds and letters. Many parents also attend sessions for information and training linked with the children's centre. Parents' contribute 'wow' moments, sharing children's achievements at home. They further support children's learning by taking Joey the Giraffe home at weekends with the bag of pyjamas, toothbrush, wash-bag, favourite book or activity. Daily diaries give specific individual details of each child's day, staff chat to parents at handover times and arrange more formal meetings regularly to discuss progress in depth. Parents say they have many opportunities to talk to staff about their children, they receive superb feedback and information and are delighted with the progress their children make. This innovative and inspiring provision provides an excellent start for children to continue their learning journey. There is consistent, secure support for all children and as a result, their needs are extremely well met.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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

Unique reference number	EY468475
Local authority	Sefton
Inspection number	940964
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	12
Name of provider	Hudson Primary School
Date of previous inspection	not applicable
Telephone number	01515261568

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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

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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