

# Cressington Manor

Cressington Manor Childcare, 521 Aigburth Road, LIVERPOOL, L19 9DN

<b>Inspection date</b>	30/04/2014
Previous inspection date	01/03/2013

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

## The quality and standards of the early years provision

### This provision is good

- Practitioners use good teaching strategies, therefore children make good progress, relative to their starting points.
- Children settle very well and enjoy their time at the setting because practitioners have a good understanding of their individual needs.
- Very good partnerships with parents, local schools and other professionals prepare children very well for their next stage in learning.
- The manager has a very good understanding of the Early Years Foundation Stage requirements and constantly reflects upon her practice. Consequently, children are kept safe and enjoy a broad range of learning experiences.

### It is not yet outstanding because

- There is scope to reconsider the position of displays, to ensure that the children have maximum opportunities to consolidate their learning even further.
- The good systems in place for monitoring children's progress have yet to be fully refined, for example, by tracking the progress of specific groups of children.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children indoors and outdoors.
- The inspector had a tour of the premises indoors and outdoors.
- The inspector conducted a joint observation with the nursery manager.  
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan, and various documents including the medication policy, procedure and records.
- The inspector spoke with the nursery manager, individual practitioners, parents and children at appropriate times throughout the inspection.

## Inspector

Lynnette Kobus

## Full report

### Information about the setting

Cressington Manor was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Aigburth area of Liverpool, and is managed by Cressington Manor Nursery Limited. The nursery is accessible to all children. It operates from six playrooms across two floors and there are fully enclosed areas available for outdoor play. The building has full disabled access and facilities, including a lift. The nursery employs a manager with Early Years Professional Status who leads 33 members of childcare staff. Of these, 28 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The out of school club operates from 7.30am to 9am and from 3pm to 6pm during term time, and from 7.30am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 374 children on roll, 172 of whom are in the early years age group. The nursery provides funded early education for two, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- reconsider the position of displays, to ensure that the children have maximum opportunities to consolidate their learning even further
- refine tracking systems to monitor the progress of specific groups of children.

### Inspection judgements

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

Teaching is good and all practitioners match play activities to children's individual interests. As a result, children are well motivated to learn. High quality training, such as building blocks for language and Autism Spectrum Disorder training, has had a positive impact on children's communication and language and personal, social and emotional development. This ensures that all children make good progress in these areas of learning and development. Furthermore, strong links with parents, who fully contribute towards learning activities, mean that children are well prepared for school and their next stage of learning. Every child has an individual profile and a record of learning that identifies children's progress. Parents contribute to learning booklets which are sent home on a regular basis as a communication tool, and practitioners plan activities based on information from parents and share ideas from the setting to promote learning opportunities at home. As a result, very good relationships with parents actively contribute to children's learning and preparation for school.

Children use mark-making materials indoors and outdoors as they practise writing their names or 'painting' the walls using large brushes and water. Children particularly enjoy art and a range of materials enable them to be creative. They take great pride in showing adults and other children their artwork displayed. However, there is scope to reconsider the position of displays, by making them lower so that children can see them more easily. This will help to maximise opportunities for children to use their language as they talk about their work.

Children develop their knowledge of information and communication technology. They competently use technology that is appropriate to their stage of development. For example, they use toys which switch on and off, computers to retrieve information and software programs which link to all areas of learning in the Early Years Foundation Stage. Practitioners join in children's play, role modelling and extending their vocabulary in ways that reflect children's individual stage of development. This support helps children develop their language and thinking skills. Children develop their communication and language skills further as they show interest in familiar sounds. For example, children sound out and recognise the initial sound of their own name and of their friends' names. Some older children are starting to read and write their names independently, which shows the progress children are making. Furthermore, when children hang their coats up, older children recognise their name on their peg and younger children recognise their own photographs. A range of multicultural resources positively promote respect for all cultures through rhymes, songs and expressive arts. Children read and write as appropriate for their stage of development and understand that print has meaning. They particularly enjoy listening to stories at story time as a group, in addition to looking through books independently in the quiet, cosy areas of the setting. Practitioners engage children's interests very well. For example, the children like animals and have regular opportunities to pet the rabbit and guinea pig. Practitioners help the children to learn about the natural world in the environment, such as teaching children about the similarities and differences between rabbits, guinea pigs and humans. This teaching strategy also helps in extending children's communication and language skills. Therefore, children are highly motivated to learn and consistently display the characteristics of effective learning.

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

Practitioners support children to feel secure and comfortable through routines and close relationships with their key person. They fully engage in their activities and provide children with varied and imaginative learning opportunities, based upon the individual interests of each child. To help prepare children with getting ready for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents. The strong, secure emotional attachments which children develop provide them with a solid foundation on which to develop their personal, social and emotional skills and help them to form positive and trusting relationships. Children settle well because practitioners gather appropriate information from parents about their child before they start at the nursery. They use this information well to ensure that children's needs are known and effectively met from the onset of their placement.

Children's physical development is promoted well. Children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources competently. For example, when using a range of physical apparatus, children enjoy completing obstacle courses as they climb and balance, challenging themselves to move higher or faster, showing an understanding of how to take risks safely. They are always supported well by practitioners, who know when to intervene and when to let children attempt physical challenges independently. In addition to this, children use tools for planting and digging up vegetables. Babies enjoy exploring a range of natural materials which help to develop their senses, as they 'clang' spoons together and rustle shiny paper between their toes.

The learning environment is bright and welcoming, with a range of resources readily available which enable children to follow their individual interests independently. Staff effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at mealtimes children choose from a healthy, varied menu. They enjoy the meals and all eat competently, using appropriate cutlery well. Practitioners act as good role models, helping children to learn how to be healthy, such as washing their hands before lunch and providing a healthy, balanced diet throughout the day. Children are able to manage their own self-care according to their age and stage of development because all practitioners provide good guidance and support, and give children time to complete tasks. Children are naturally helpful and enjoy assisting with small chores that form part of their daily routine. For example, after finishing their meal, children help clear away their crockery and cutlery. Practitioners role model positive communication strategies to help children understand about acceptable behaviour. Consequently, children's behaviour is good. This ethos is consistent throughout the nursery, resulting in rapid progress in personal, social and emotional development for all children.

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

The management team have a very good understanding of the Early Years foundation Stage, which has a positive impact on the education and care for all children. They work closely with the local authority advisers to improve their provision. As a result, children are making good progress with their learning. This inspection took place following information that raised concerns about the administration of medicine. At the inspection the inspector scrutinised all medicine records and found that the setting has a very robust policy and procedures for implementing medication. All practitioners are aware of the need for vigilance in this area of ensuring children's safety. On one occasion the policy was not fully implemented and there was a minor error in administering medicine. No children were harmed. The manager responded immediately and has re-trained all staff, who are exceptionally vigilant in administering medicine and follow the robust medicine policy. Furthermore, the manager or deputy manager now oversee the administration of all medication given to children in the setting. All practitioners prioritise children's safety and have a very good awareness of safeguarding issues. They know who the designated child protection managers are and the procedure to follow if they have any concerns about the welfare of a child or the behaviour of a colleague. The majority of staff hold a paediatric

first-aid certificate and are able to deal with minor accidents or emergencies. An extensive range of policies and procedures successfully underpin daily practice, and staff translate these well into practice. Regular reviews of policies and procedures are carried out to ensure they remain current. For example, extensive risk assessments are completed frequently for all areas of the building, the outdoor area and resources, to ensure that children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. As a result, children are safeguarded appropriately.

Leadership is good and focused improvement plans are in place to secure continuous improvement. All practitioners share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. Staff are well qualified and share their ideas and practice with each other. They are motivated and committed to their professional development. They are continually seeking ways to increase the effectiveness of their teaching in order to improve learning for children. Ratios are always met and often exceed the Early years Foundation Stage requirements. Managers continue to monitor provision within the nursery rooms and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress. The setting supports children who have special educational needs and/or disabilities, and works closely with other professionals. However, the good systems in place for monitoring children's progress have yet to be fully refined, for example, by tracking the progress of specific groups of children.

The setting works closely with the local early years team, who provide training and support, which has enabled practitioners to provide a range of strategies to support learning and development for all children. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. The pre-school works very closely with local schools, which means that children are very well prepared for their move on to school. Individual planning for children's development is shared with parents and appropriate professionals, such as speech and language therapists, if required. As a result, there is consistent, secure support for children with any identified needs, and therefore, all children's needs are well met in preparation for school.

### **The Childcare Register**

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

The requirements for the voluntary part of the Childcare Register are **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

<b>Unique reference number</b>	EY444960
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	966376
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	136
<b>Number of children on roll</b>	374
<b>Name of provider</b>	Cressington Manor Nursery Limited
<b>Date of previous inspection</b>	01/03/2013
<b>Telephone number</b>	0151 494 2864

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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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