

Inspection date	7 December 2018
Previous inspection date	5 February 2015

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

This provision is good

- Managers and leaders strive to succeed. They, together with staff, are energetic, enthusiastic and motivated. Their positive energy, inclusive evaluations of practice and enhanced support help to make a real difference to children and their families. Children thrive in this inclusive nursery and make consistently good progress.
- Staff's friendly and cheery natures are filtered through their effective interventions. They teach children that 'they are capable of achieving anything they put their mind to'. This helps to instil children with a great deal of self-confidence and contributes towards them openly sharing their ambitious aspirations for the future.
- The knowledgeable staff promote children's learning well. Activities are, largely, fun and challenging and support what children need to learn next. Stimulating experiences, such as soothing yoga sessions, help children to conquer any complex emotions they encounter and contribute towards their improved mindset and physical well-being.
- Staff form a secure bond with each and every child. The key emphasis on supporting children's personal, social and emotional development helps to ensure that children feel happy, assured and safe in their appealing surroundings.
- Children who have special educational needs (SEN) and/ or disabilities are supported very well. The swift implementation of tailored play and learning plans engage all those involved with each child and are focused intently on closing any gaps in their learning.

What the setting needs to do to improve further

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

- strengthen the good partnerships formed with parents and provide more precise information about how they can help to consolidate and build on their children's current skills and abilities at home
- grasp more opportunities to advance younger children's early counting skills and use of mathematical language as these arise during play.

Inspection activities

- The inspector observed the quality of teaching both indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the manager.
- The inspector and room leader for the youngest children jointly evaluated a planned activity.
- The inspector looked at evidence of suitability, a record of staff qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Extensive safeguarding training and regular updates help to ensure that all staff have the most up-to-date knowledge of child protection procedures. Recruitment and induction procedures are robust and ensure that all staff have a good understanding of their roles and responsibilities. Risks are identified and minimised. For example, outdoor areas that are currently under development are safely cordoned off, to prevent any accidents occurring. Managers and leaders invest highly in their staff team. Supportive mentors, regular supervisions and customised professional development are focused intently on raising outcomes for children. Children's progress is monitored very closely and interventions are timely. Funding is used well to enrich children's learning.

Quality of teaching, learning and assessment is good

The well-qualified staff observe children closely to tune in to what they know and enjoy. They provide a good range of activities that promote children's sensory impulse. For example, young children are inspired to design and create when using materials, such as salt dough to create their own Christmas decoration. Staff intervene at appropriate times and encourage children to pat, press and mould the dough, to help to strengthen the muscles in their hands and fingers that help to aid their good early writing skills. Their purposeful use of questions welcome children to reflect on their own experiences, use descriptive words and introduce humour into their play. This contributes towards the good communication and language skills that children acquire. Staff share precise assessments with parents to help to keep them informed of their children's progress.

Personal development, behaviour and welfare are good

Staff welcome children with a friendly smile on arrival. They provide wholesome daily breakfast sessions that help to kick-start children's metabolism in order to provide them with the energy they need for their busy day ahead. Children are strongly valued. Their achievements and good work are celebrated well. Staff's good use of motivational quotes inspire children to believe in themselves and contribute towards them adopting a positive outlook on life. For instance, during opportunities to share fun facts about themselves children readily express that they are 'awesome'. Staff continually encourage children to complete more complex tasks, such as zipping up their own coats, to help to advance their good self-care skills. Transition on to school is seamless and well supported.

Outcomes for children are good

All children make good progress and gain the skills they require for their next stages of learning, including school. Children who have SEN and/ or disabilities show an interest in print and illustrations in books. They follow simple instructions and begin to maintain attention during group activities. Young children engage in imaginative play and imitate various professions, such as hairdressing, based on their own first-hand experiences. Older children successfully link sounds to letters and join in with songs and rhymes. They respond well to questions and describe key events during stories. Children who attend after school enjoy time outdoors in the fresh air and compete in team games, such as football, in a friendly manner. All children display helpful and respectful attitudes.

Setting details

Unique reference number	EY443434
Local authority	Liverpool
Inspection number	10071019
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 13
Total number of places	24
Number of children on roll	55
Name of registered person	Centre 56 Limited
Registered person unique reference number	RP519505
Date of previous inspection	5 February 2015
Telephone number	01517271355

Playmates registered in 2012. The nursery employs eight members of childcare staff. Of these, all hold appropriate qualifications at levels 2 or 3, including the manager who holds an appropriate qualification at level 5. The nursery is open Monday to Friday, from 8.30am to 6pm, all year round with the exception of bank holidays and one week over the Christmas period. The nursery provides funded early education for two- three- and four-year-old children.

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