

# Botanic Lodge Nursery

Botanic Walled Gardens, Botanic Road, LIVERPOOL, L7 9LH

## Inspection date

Previous inspection date

27/02/2014

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 nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring practitioners ensure that children are exceptionally well supported in all areas of learning and development.
- Highly effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are extremely well prepared for their next stage in learning, including school.
- The dynamic and innovative ethos of the nursery is evident in all areas both inside, and outdoors. The children enjoy highly nutritious meals. As a result, children's health and well-being needs are exceptionally well met.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on impact for children, which means that all children make excellent progress from their starting points.
- Safeguarding procedures are outstanding. Robust management systems are in place, based on focussed, in-depth evaluation of practitioner practice. An astute and well-targeted training programme, means that practitioners are constantly seeking to improve their already excellent understanding of how to keep children safe.

## 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 checked all relevant documentation and scrutinised requested policies and procedures including those for safeguarding and recruitment of practitioners
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of practitioners' suitability to work with children, the provider's self-evaluation form and the development and action plans in place, to secure continued improvement.
- The inspector carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents spoken to on the day and from written comments.

## Inspector

Lynnette kobus

## Full report

### Information about the setting

Botanic Lodge Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the Botanic gardens in the Edgelane area of Liverpool and is privately owned. The nursery accommodates children from within the local and wider area. The nursery operates from five rooms within a converted lodge and children have access to an enclosed outdoor play area.

The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities and children for whom English is an additional language.

The nursery currently employs nine child care practitioners, all of whom hold appropriate early years qualifications at level 2 and up to level 5. One practitioner is a qualified teacher who holds Early Years Professional Status. The nursery opens Monday to Friday, all year round, from 8am to 6pm.

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

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

- enhance the already outstanding area, by enclosing another part of the nursery garden, for babies.

### Inspection judgements

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

Teaching is outstanding. Practitioners have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children thrive and are well motivated to learn in this extremely high quality nursery. Practitioners provide an exciting, stimulating and extremely well organized environment, both indoors and outdoors. This ensures that all children make rapid progress in all areas of learning and development. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are exceptionally well prepared for school and their next stage of learning. Practitioners value the way children choose to move and provide lots of opportunities for children to be outside in all weathers. Babies engage in varied physical experiences as they explore their exceptional play rooms. Practitioners support and encourage them to stand and walk using furniture and toys in

their play room. Older children show good control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively. For example, mark making, using malleable materials and gardening outdoors. As a result, they develop their physical skills. Children develop their knowledge of technology and understand that information can be retrieved from computers. For example, they competently use computers and toys which demonstrate 'cause and effect.' Practitioners provide an excellent range of resources and there is a sharp focus throughout the nursery to promote all areas of learning and development.

Children develop their communication and language skills as they show interest in familiar sounds. Practitioners encourage them to repeat familiar words and give opportunities for children to speak and listen in their own language in order to participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. This is because practitioners are highly knowledgeable and well-trained, therefore, understand individual children's learning needs. A range of resources, to support children who have additional needs or English as an additional language, ensures that all children's language and communication needs are met. Older children read and write as appropriate for their stage of development and they particularly enjoy using their own alphabet system, which consists of photographs and letter sounds matched to the children's interests. The practitioners are inspirational in how they encourage children to be imaginative and make connections in their thinking. For example, children enjoy favourite stories, which are then re-enacted in their play indoors and outdoors. Children 'look for a monster' in the park and 'share a tea party with a tiger' during snack time. Practitioners help the children to develop their own stories, intervening to add language and 'I wonder' questions, which means that children are consistently motivated and enthusiastic to learn. Music and rhythm are particularly strong, with children enjoying how to distinguish sounds, using a range of musical instruments. For example, 'home-made' shakers and a child sized piano and drum kit.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Practitioners are dynamic and enthusiastically plan learning using the information gathered from parents on entry to the nursery. Each child is assigned a key person to be responsible for their development, routine care practices, and liaison with parents. Every child has an individual profile and a record of learning that is first class. Practitioners have a wealth of knowledge of every child's needs and future needs. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents chat on a daily basis and during parents' evenings. They contribute to learning files, which are sent home on a regular basis as a communication tool. As a result, excellent relationships are actively contributing to children's learning and progression.

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

Practitioners support children to feel extremely secure and comfortable with routines and there are superb, close relationships with children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. To

help prepare children getting ready for school, practitioners work closely with local schools and have devised very effective transition strategies in partnership with parents. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents contribute to their child's learning through the learning stories, communication books, with practitioners planning activities based on information from parents. As a result, excellent relationships are actively contributing to children's learning and progression. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between practitioners and children ensures that all children form positive and trusting relationships. Children settle well, because practitioners find out very meaningful information from parents about their child, to ensure all children's needs are known and effectively met.

Practitioners effectively promote children's independence and sense of responsibility through a good balance of child-initiated and adult-led experiences. For example, at meal times children help to serve their own meals and choose from a very healthy, highly nutritious menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Practitioners act as good role models, helping children to learn how to be healthy, such as, washing their hands before lunch and positively promoting healthy foods. Children are able to manage their own self-care appropriate to their age because practitioners provide good guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and pre-school children take it in turns to be lunch monitors, which helps them prepare for school.

Practitioner's role model and use positive communication strategies, to help children understand about acceptable behaviour. Behaviour management training is very well embedded and practitioners share their good knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is outstanding. Children learn about keeping safe through highly effective teaching strategies. For example, practitioners role-model very effectively how to develop ways of challenging learning and development, safely. For example, completing an 'obstacle course' and encouraging bees and bugs into the garden, children learn how to understand the world in a well-organised, risk assessed environment. This ethos is consistent throughout the nursery, resulting in outstanding progress in personal social and emotional development for all children. The learning environment indoors and outside is exceptional, furthermore the garden area is within the historical walled botanic gardens in Liverpool, of which the children regularly access. However, there is scope to enhance the already outstanding area, by enclosing another part of the nursery garden, for babies.

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

Safeguarding procedures are outstanding. All practitioners prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Practitioners are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their

practice. Managers continue to monitor practitioner's performance within the nursery rooms and ensure that practitioners are deployed effectively according to qualifications and experience with specific age groups of children. All practitioners have undertaken safeguarding training externally and all practitioners follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount.

Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Extensive support and liaison with a wide range of professionals has enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have an excellent understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Leadership is inspirational and self-evaluation is well-documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of practitioners, children and parents. The practitioner's team share a vision to provide an excellent service for the children and their families, therefore, making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable practitioners to continually evaluate their practice. This is achieved through, high quality systems for professional supervisions, peer observations, practitioner's self-appraisals and discussions during meetings with the managers and the early years teacher. The system of evaluation of practitioner's performance through peer observation is robust and fully encourages practitioner's continued professional development in order to learn through honest and critical reflection. A wealth of training for all practitioners, has contributed towards the excellent progress that all children make in their learning.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with health visitors due to the commitment of the manager in ensuring that a holistic approach to supporting all children's needs is in place. The nursery work closely with the local early years team who provide training and support. Other professional agencies are involved with the nursery. Practitioners have excellent relationships with parents. 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 extensively 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. Children are extremely well prepared for their next stage in learning and well prepared for their

transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with any identified needs and, therefore, all children's needs are very well met.

### **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>	EY466136
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	935673
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	63
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Jacqueline Ann Prayle
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07813 904396

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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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