

Atherton House School

6 Alexandra Road, Crosby, Liverpool, Merseyside, L23 7TF



Inspection date	26 January 2017
Previous inspection date	13 March 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders are passionate and dedicated to maintaining the best possible outcomes for children. Parents, children and staff are actively engaged in helping to identify how the provision can be further enhanced.
- Partnership working is deeply embedded in practice. Parents, other providers and professionals are actively engaged in contributing to children's learning and development.
- Children benefit from a varied, imaginative and broad range of highly stimulating activities and learning experiences. Staff make excellent use of what they know about children to provide extremely effective support for their all-round development.
- Children are actively encouraged to follow their own interests and test out ideas. They consistently demonstrate high levels of engagement, involvement and the ability to solve problems independently.
- Staff are highly sensitive to children's individual needs. They are extremely respectful of every child as an individual, encouraging them to discuss their feelings and manage their own behaviour. Children apply their learning well and their behaviour is exemplary.
- Children have an extremely good understanding of how to keep themselves safe and how to manage risks responsibly. They know, for example, why they should not eat certain substances because it will make them "poorly".
- Children are making excellent progress, from their individual starting points. They are developing the skills and attitudes which enable them to move through the nursery successfully, and on to school.

What the setting needs to do to improve further

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

- continue to extend the process for coaching and supporting staff to build on and maintain the excellent quality of teaching.

Inspection activities

- The inspector had a tour of the areas of the premises used for childcare purposes.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the deputy manager and provider. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.

Inspector

Lauren Grocott

Inspection findings

Effectiveness of the leadership and management is outstanding

All staff are extremely passionate and inspired practitioners. They meet regularly to share ideas to enhance their practice and provide the best possible support for children. Staff are exceptionally well supported through training and supervision. Leaders intend to focus even more sharply on observing and evaluating the quality of teaching to provide highly focused professional development opportunities. Parents report positively on the high level of engagement and involvement they have in the life of the nursery. The arrangements for safeguarding are effective. Staff are extremely confident in identifying concerns and following the correct internal and external procedures to report these. Risk assessment is thorough and robust. Staff demonstrate an excellent awareness of how to minimise potential hazards in the environment, without limiting opportunities for children to undertake physical challenges.

Quality of teaching, learning and assessment is outstanding

Staff engage with children at their own level to support their self-chosen and adult-led play experiences. Staff monitor children's progress and development rigorously to identify any areas where they may require additional support or challenge. Children are confident, active learners who thrive in this well-resourced setting. Babies enjoy close interaction with staff, who skilfully extend their play. For example, staff model how to use tools and equipment in different ways as babies and young children experiment with a mixture of wet and dry sand. Children's early literacy skills are exceptionally well supported. They enjoy mark making and practising writing in both the indoor and outdoor areas. Children communicate very well and pre-school children are extremely articulate. They easily recognise rhyming words and staff are highly skilled at building on their ability to form more complex sentences, using an even wider range of vocabulary.

Personal development, behaviour and welfare are outstanding

Children feel extremely secure and happy. Their close and affectionate relationships with all staff enable them to thrive within this environment. Staff are highly responsive to the needs of babies. Babies and young children who are new, settle in very quickly and form strong bonds with their key person and other staff. Highly effective strategies are in place to support all children as they move through the nursery and on to school. Staff share and gather comprehensive information about children's lives, needs and achievements. They help to deepen children's understanding of the world around them. Children discuss, for example, foods from around the world. While they prepare healthy snacks, they explain that they want to give their snacks to their siblings to encourage them to try more vegetables.

Outcomes for children are outstanding

Children are curious, confident and highly motivated. They make independent selections of resources and activities, following their own interests. Children take turns and manage their own feelings and behaviour extremely well. They have excellent social skills and a strong sense of the world around them. Children are very resilient and manage challenges well. They communicate their needs and preferences clearly, verbally and non-verbally.

Setting details

Unique reference number	EY302394
Local authority	Sefton
Inspection number	1064703
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	72
Name of registered person	Swan Aqua Ltd
Registered person unique reference number	RP525333
Date of previous inspection	13 March 2013
Telephone number	0151 924 5578

Atherton House School was registered in 2005. The nursery employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications or are working towards them, including two with early years teacher status. The nursery opens from Monday to Friday for 50 weeks per year. Sessions are from 8am to 5.45pm. The nursery provides funded early education for three- and four-year-old children.

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