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|--------------------------|------------------|
| <b>Inspection date</b>   | 13 November 2015 |
| Previous inspection date | 14 August 2013   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>  | <b>2</b> |
|---------------------------------------------------------------|-------------------------|--------------|----------|
|                                                               | Previous inspection:    | Satisfactory | 3        |
| Effectiveness of the 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

- Well-trained and caring staff are supporting children to become confident and active in all areas of learning. Parents and children appreciate and are benefiting from good quality, flexible provision which meets their needs effectively.
- In the nursery, children have good quality support in all areas of learning and well-planned activities which helps them to make good progress. Regular trips and use of the community and local amenities ensure they have access to the widest possible range of resources to inspire and engage them in learning.
- The nursery has significantly improved outdoor resources for the early years children. Parents and carers are very positive about these improvements.
- Older children regularly play games with the younger children, making friends easily and building good relationships. Children are supported to develop good social and moral awareness.

### It is not yet outstanding because:

- Although the outdoor area and range of resources have improved, not all children have equal access to the very best resources and activities.
- Some displays and documents do not always model correct spelling, punctuation and grammar to support children's developing literacy skills effectively.

## What the setting needs to do to improve further

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

- review access to the outdoor area, so that all children benefit equally from this valuable learning environment
- check all displays and documentation to ensure that children consistently see correct spelling, punctuation and grammar.

### Inspection activities

- The inspector observed children indoors and outdoors and visited both the breakfast and after-school club.
- Meetings were held with managers and the inspector spoke to staff, children and parents.
- The inspector looked at a wide range of documentation, certificates, training records, children's progress and assessments. She also looked at documents relating to safeguarding and child protection.
- The inspector observed teaching and learning. She completed a joint observation with the manager.

### Inspector

Rebecca Lawton

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are well qualified and effectively use their expertise to meet children's needs and support their well-being. Staff participate in supervision meetings, appraisals, and further training is used to develop their skills and knowledge. The nursery evaluates its own work accurately and has effective procedures to monitor and support improvements. Leaders understand and implement all statutory requirements. Arrangements for safeguarding are effective. Leaders' high expectations and ambition for the nursery are clear. They have led to significant improvements to outdoor facilities, since the last inspection, although further developments are in progress. Leaders and managers monitor children's achievements well. They ensure that specialised support is provided where gaps in learning identify a need for this.

### Quality of teaching, learning and assessment is good

The small, well-led groups and effective planning ensure children are progressing well through all areas of learning. Staff regularly observe children and use their accurate assessments of children's learning to plan for their individual needs and next steps in learning. There is a good balance of well-planned, adult-led activities and child-initiated play. Trips and activities, such as visits to the local library, add dimension to children's learning and successfully engage and motivate them. Staff guide rather than lead during activities. Children welcome the adult attention and engage readily in conversations as they play. Partnerships with parents and other settings are used well to support children's learning. Staff provide parents with comprehensive information about their child's learning to enable them to continue this at home. Resources and activities inspire children and encourage their independent exploration. This supports them to gain confidence and resilience. The small group sizes mean that staff have a very good knowledge of children's individual needs and they prepare them well for the next stage of their education.

### Personal development, behaviour and welfare are good

Key persons work well with parents to understand and meet children's individual needs. Staff have high expectations which children understand and their behaviour is good. They are polite, have good manners and play cooperatively together as friends. They are safe and are learning about people and communities beyond their immediate experience. Staff support creativity and physical development equally well. Relationships are excellent and staff are friendly and kind to all children. This helps children settle well and develop high levels of self-esteem. Children say they know how to keep themselves safe and are confident users of all aspects of the provision. Children learn how to adopt a healthy lifestyle.

### Outcomes for children are good

Children make good progress from their starting points and the vast majority are working comfortably within age-related expectations. Children are motivated, independent learners. They gain key skills and positive attitudes towards learning which prepare them well for future learning and school.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY451817                 |
| <b>Local authority</b>             | Sefton                   |
| <b>Inspection number</b>           | 1028571                  |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Day care type</b>               | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 70                       |
| <b>Number of children on roll</b>  | 200                      |
| <b>Name of provider</b>            | J.E.Ts Centre            |
| <b>Date of previous inspection</b> | 14 August 2013           |
| <b>Telephone number</b>            | 0151 928 4991            |

J.E.Ts was registered in 2002. The centre employs 22 members of childcare staff. Of these, two have qualifications at level 2, 18 hold appropriate early years qualifications at level 3 and two at level 4. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3.15pm. The before and after school club opens from 8am until 9am and 3pm until 6pm in term time and 8am until 6pm during holiday club.

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