

# Portico at Moss Bank

Moss Bank Childrens Centre, Kentmere Avenue, ST. HELENS, Merseyside, WA11 7PQ



## Inspection date

20 February 2017

Previous inspection date

1 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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

- The quality of teaching is outstanding. The well-qualified staff provide an exceptional and varied range of first-class learning experiences inside and outdoors. This contributes to children being extremely motivated and eager to learn. Children are very well prepared for their next stage in learning.
- Staff develop excellent partnerships with parents, who are relentlessly involved and very well informed about their children's progress and achievements. Parents are actively engaged in their children's learning in the nursery and at home. They have daily updates, regular meetings about their children's progress and independent access to their child's electronic development records.
- The management team brings great stability to the nursery. The owner, the area manager and the nursery manager are inspiring leaders. Staff respond very well to the manager's enthusiasm and share her passion for delivering a high-quality service for children and their families. Staff work exceptionally well together and are an inspirational team.
- The systems for monitoring and analysing assessments and data are highly effective. The information gathered oversees the progress of different groups of children who attend and any potential gaps in their learning are swiftly recognised and addressed.
- Highly effective partnerships with professionals are in place. Staff share information and work cohesively to help achieve the best outcomes for children. For example, they liaise with health visitors, speech therapists and teachers. This helps to support children who have special educational needs and/or disabilities and prepares them well for their move 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:

- review the impact of the new plans to explore more ways for staff to build on their already exceptional teaching skills and maintain the rapid pace of achievements for children.

### Inspection activities

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

### Inspector

Kellie Lever

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The manager and staff create an exceptional culture of vigilance and importance towards children's welfare. This is threaded throughout every aspect of the nursery. Staff are extremely attentive to identifying possible signs of neglect or abuse and report any concerns that they may have. Additional training and supervision meetings are highly effective and staff benefit from tailored support. Through rigorous self-evaluation and highly defined action plans, the manager plans to continually target and build on staff's excellent teaching skills. This will help ensure their level of performance is consistent to maintain the rapid rate of progress children are making.

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

Children thrive in the fantastic, stimulating and enabling environment. Staff observe children as they play and precisely plan for their interests, individual needs and future learning. They have an excellent knowledge of child development and a great understanding of how children learn through play and deliver inspiring experiences that cover all areas of learning. Staff play alongside children and engage them in activities that ignite their inquisitiveness and curiosity. They give extremely focused support to all children in the development of their language and communication skills. For example, they pronounce words clearly and use simple sentences for younger children. Staff use lots of descriptive language and hold interesting conversations with older children. They demonstrate consistently high communication skills.

### Personal development, behaviour and welfare are outstanding

Children gain confidence and high self-esteem in the very welcoming environment and their well-being is given top priority by the caring staff. This results in children being very emotionally secure and they form extremely close bonds with their key person and settle quickly. Behaviour is exemplary. Staff set very good examples and help children to learn to respect each other and be considerate. Children develop good manners, follow the nursery's golden rules and respond extremely well to instructions. They are very sociable and enjoy chatting to each other, giving their views and asking each other's opinions as they play. Children regularly choose from healthy and hearty meals and staff teach them about healthy food and lifestyles. Children are active, move around freely and extend their physical skills as they relish being in the enabling outdoors. They observe changes in the weather and seasons and make sense of the world around them as they hunt for bugs in the garden.

### Outcomes for children are outstanding

Children are exceptionally well prepared for school. They learn to make independent choices in their play and have access to an extensive range of quality resources. This helps capture children's attention and builds on their confidence and self-belief. Children develop their early reading, writing and mathematical skills. All children, including those in receipt of additional funding, are making rapid progress in their learning.

## Setting details

<b>Unique reference number</b>	EY384275
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	1065287
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Portico Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP900806
<b>Date of previous inspection</b>	1 August 2013
<b>Telephone number</b>	01744 672026

Portico at Moss Bank was registered in 2008. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications between level 3 and level 5. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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