

Inspection of Clubmoor Nursery Ltd

Clubmoor Children's Centre, Utting Avenue East, Liverpool, Merseyside L11 1DQ

Inspection date: 16 January 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this inspiring nursery. Community is at the heart of this setting, and leaders work tirelessly to ensure positive outcomes for children. Partnership working is exceptional as staff build trusting relationships with families. Parents talk about the 'amazing' staff and say that they feel their children are happy and safe. The nursery is located in a children's centre, and families are able to access a wealth of support.

The passionate and enthusiastic leaders create a highly ambitious curriculum for all children. Staff plan engaging activities, which children eagerly join in. For example, children exude enthusiasm as they twirl and tap their sticks to daily music and movement sessions. They learn to tap out rhythms and happily sing the familiar songs. Children have a very positive attitude to learning. Behaviour is exemplary. Children listen intently and are considerate to others. Children's manners are impeccable as they say 'please' and 'thank you' to adults and their peers.

Staff expertly promote children's speaking and listening skills. They seamlessly teach children new words as they play and take part in daily routines. For example, children learn words, such as 'full' and 'overflow', as they fill cups of water from the machine. Staff provide children with opportunities to develop a love of books. Children ask staff to read them stories and take home a book every week from the lending library to share with parents at home. Consequently, children make very good progress with their communication and language skills.

Staff provide children with a wealth of opportunities to enrich their learning experiences. They go on regular outings. For example, they visit parks, shops and museums. Children learn about their local culture as they learn about the music of 'The Beatles' and visit a museum. Staff teach children about people who help us. For example, they visit the local doctors and opticians to give them flowers and thank them for their help. This builds children's understanding of being respectful and kind to others.

What does the early years setting do well and what does it need to do better?

- Leaders and staff have created a highly ambitious curriculum, which is bespoke to the needs of the children attending the setting. The curriculum is carefully thought out to provide children with many opportunities to enhance their life experiences. Staff plan a range of exciting and stimulating activities. This means children continually develop their knowledge and skills over time.
- The curriculum for mathematics is strong. Children have many opportunities to count. For example, they count along with staff as they line up to go outside. Staff teach children more complex concepts by offering them explanations, such

as a child is first in the line as they are at the front and a child is last in the line as they are at the back. As a result, children continually develop their knowledge and skills in mathematics.

- Leaders have effective systems in place to support staff in their roles. Staff well-being is a priority, and leaders ensure staff's workload is manageable. Regular supervision gives staff opportunities to discuss their roles and reflect on their practice. Staff regularly attend training and continually share ideas of good practice. As a result, staff report that they feel valued and appreciated.
- Partnership working with outside agencies is excellent. Leaders support and refer families to local services and sessions at the children's centre. Staff promptly identify any gaps in children's learning. They work closely with professionals and parents to make referrals and early interventions. This means children and families receive the support at the earliest opportunity.
- Children show great confidence in their independent skills. They understand and follow the clearly embedded routines with ease. For example, children seamlessly move between different routines in the day. They know when it is time to play outside and confidently put on their coats and line up ready. Children know to ask for help if needed, and staff support children excellently as they teach them how to do their zips. This helps to support children's skills in preparation for their next stage of learning.
- Leaders ensure children and families learn about keeping healthy. For example, staff give parents information about lunch boxes and are invited into nursery to learn how to make healthy food options. Children choose their favourite fruits from the weekly fruit van that comes to the nursery. This supports children to learn about healthy lifestyles.
- Children have many opportunities to engage in physical play. Older children confidently ride bikes and scooters around the outdoor area. Younger children concentrate intently while threading cereal hoops onto pipe cleaners. This helps to develop their fine motor skills and hand-eye coordination.
- Staff have clear intentions for children's learning, including children with special educational needs and/or disabilities. They know their key children very well and expertly plan an extensive range of activities to support children's next steps in learning. Staff plan targeted interventions for children who need extra support, such as small-group activities to develop their listening and attention skills. As a result, children consistently make good progress across all areas of learning, including children who receive additional funding such as early years pupil premium.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2692435
Local authority	Liverpool
Inspection number	10367607
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	52
Number of children on roll	91
Name of registered person	Clubmoor Nursery Ltd
Registered person unique reference number	2692433
Telephone number	0151 2338505
Date of previous inspection	Not applicable

Information about this early years setting

Clubmoor Nursery Ltd registered in 2022. It is situated in a children's centre in Liverpool. The nursery employs 12 members of childcare staff. Of these, three hold an appropriate early years qualification at level 6, five hold level 3 qualifications and two hold a level 2 qualification. The nursery opens Monday to Wednesday, 8am to 1pm and 1pm to 6pm, and Thursday and Friday, from 8.30am to 4pm, term time only. The nursery offers funded early years education places and funding for disadvantaged children.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to staff at convenient times during the inspection.
- The manager and inspector observed a planned activity and evaluated the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, both indoors and outdoors.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025