

Inspection of First Class Nursery

St Thomas C Of E Primary School, Kenyons Lane, Lydiate, Liverpool, Merseyside
L31 0BP

Inspection date: 6 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy, well cared for and safe in this vibrant and friendly nursery. They are supported by an enthusiastic and reassuring staff team, who are attentive to their needs. Staff create a caring environment in which children explore and develop. Children are excited to become involved in activities and settle quickly. They are eager to learn. Staff use children's interests effectively to engage and motivate them in activities and experiences. All children make good progress from their individual starting points.

Staff encourage children's love of stories and rhyme. Children talk about animals, nature and different characters from the books they have shared. They are curious learners and use new knowledge and words in their play. Staff plan many opportunities for children to develop their physical skills. For example, children enjoy daily opportunities to explore the climbing wall, bicycle track and slide. Accurate assessments identify any gaps in children's learning or any specific needs. Early help is provided for children with special educational needs and/or disabilities (SEND) and, if appropriate, multi-agency support. This helps to ensure the needs of all children are met effectively.

Staff and children are kind, patient and considerate of each other. Staff have high expectations for children's behaviour. There is a high level of mutual respect and understanding for cultures and traditions from different countries. With guidance from the nurturing staff, children begin to understand their feelings and emotions and develop resilience. Staff prepare children for the next steps in their development and eventual move on to school. Parents and carers state that they feel valued and part of their children's learning journey.

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

- Leaders develop a curriculum that is based around children's interests and the skills they wish children to acquire. Staff are fully aware of children's needs. They know what each child needs to learn next. Staff are led by what children want to do. They value and respect children's choices and are committed to providing further opportunities to build upon their current knowledge and skills. This helps all children to make good progress.
- Communication and language is a key focus throughout the setting. Staff encourage a love of stories and rhyme. Children listen to stories together and join in singing songs enthusiastically, copying actions and repeating words. Individual children have extra support using visual cards and sign language. Children, including those with SEND, or who speak English as an additional language, gain confidence in communicating and discovering new knowledge. Children become confident communicators.

- Leaders are highly reflective and provide effective support for staff well-being. They take account of the staff's views when making changes. Staff receive some opportunities that promote their professional development. For example, leaders ensure that mandatory training is updated regularly. However, opportunities to enhance the individual knowledge and skills of staff are not targeted precisely to support staff to enhance their teaching skills further.
- Children are kind and friendly. They behave well and understand their daily routines. For instance, they know to tidy away, wash their hands and drink water throughout the day. Children happily follow tasks and take turns. Staff encourage children to recycle and make healthy food choices. Over time, this consistent approach helps children to become increasingly independent, value resources and each other.
- Staff talk to children about numbers and use number in play. They take opportunities to support children to count and recognise numerals. For instance, children confidently recognise different numerals as they play hopscotch. That said, staff do not consistently promote children's understanding of other mathematical concepts, such as shape, size and pattern. This means that some aspects of children's mathematical understanding is less effectively enhanced.
- Partnership with parents and carers is secure and highly effective. Staff keep parents updated about what their children are learning and how they can support their children's learning at home. Furthermore, staff get to know children's extended families. They invite parents and family members into the nursery to teach children about their occupations and different cultures. For example, children are fascinated to hear about a traditional dress from India and listen to music from different continents. This develops children's understanding of the wider world around them.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- enhance the curriculum for early mathematics so that children develop a secure understanding of a range of mathematical ideas and concepts
- target the professional development opportunities for all staff so that they may enhance their individual teaching skills.

Setting details

Unique reference number	EY312979
Local authority	Sefton
Inspection number	10398861
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Maryvale Nursery Ltd
Registered person unique reference number	RP904932
Telephone number	0151 531 1887
Date of previous inspection	13 November 2019

Information about this early years setting

First Class Nursery registered in 2005. The nursery employs four members of childcare staff. Of these, one holds an appropriate childcare qualification at level 6, one at level 5 and two at level 3. The nursery opens Monday to Friday from 8am to 6pm, all year round, except for one week at Christmas. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sandra Hamilton

Inspection activities

- The leader and inspector had a learning walk together and discussed the implementation of the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector carried out joint observations with leaders.
- The inspector reviewed relevant documentation, including risk assessments and evidenced the suitability of staff working in the setting.
- Parents shared their views about the nursery with the inspector.

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.

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