

Inspection of Little Seedlings at Arncliffe

Arncliffe Road, Liverpool L25 9PA

Inspection date: 30 January 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders have created a lively, interesting and welcoming environment in which children can grow and develop. Staff develop positive relationships with children which help them to feel safe and secure. Babies happily go to staff for comfort and reassurances when new people are in the room. Older children rush into the rooms to greet their friends. Children and babies are confident to explore and engage in their activities.

Staff are ambitious for children and want them to succeed. They know when to step in to provide additional support. For example, staff help children to build complex towers out of large building blocks. This helps children to persevere and achieve their personal goals. Staff provide a wide range of activities to encompass Chinese New Year celebrations, such as learning how to greet each other in Chinese, food tastings and making dragons. As a result, children learn about their community and the cultures and beliefs of others.

Staff are positive role models. They speak calmly and provide clear explanations to children. For example, why they should use 'their walking feet' indoors. This helps children to understand the rules of the setting and to stay safe. Children are encouraged to be independent. Babies show determination as they attempt to feed themselves. Older children confidently put on their coats to play outdoors. These simple tasks help all children including those with special educational needs and/or disabilities (SEND) develop the skills and knowledge that they need to move onto the next stage of their learning.

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

- The setting has been through a period of change following its acquisition by a new provider. Leaders have an accurate view of the strengths and areas for development such as enhancing the outdoor play areas. Staff are supported well through supervision meetings and training opportunities. Consequently, they understand their roles and responsibilities.
- Leaders have created a new curriculum in consultation with staff. However, this is not yet fully embedded into practice. For example, staff are less clear about what the children need to learn next and how. Consequently, they do not always use what they know about children to build on their prior learning.
- The support for children with SEND is good. The setting identifies when children may need additional help. It has effective links with partner agencies which enables them to put plans into place to support the children. Consequently, the setting is helping to narrow the gap in children's learning.
- Stories are an integral part of the children's day. Children relish the opportunities to sit and read books with staff. Babies climb on to staff's knees to listen to a

favourite story. These meaningful activities help children develop an awareness of early literacy.

- Staff place great emphasis on developing children's communication and language. They regularly introduce new words, such as 'squeeze', 'pinch' and 'chopsticks.' This gives the children confidence to use these words in their play.
- Children delight in moulding dough and competently use a variety of tools. They have access to a range of writing implements, such as chopsticks to make patterns in the rice. These activities help children to develop the coordination and muscles they need for early writing.
- Staff use number songs and rhymes to introduce children to counting and number. As babies explore balls, staff count each one. Children compare the heights of family members. Confidently telling staff who is the 'tallest' or 'shortest.' They use this knowledge to measure the height of the tower. Ultimately, children develop an awareness of early mathematical concepts.
- Staff help children to learn new skills, such as learning to use the scooter. Babies smile as they pick up the rice with a spoon and place it in a bowl. Children 'whiz' around outdoors on a variety of wheeled resources. This bolsters children's confidence on their own abilities.
- Staff engage children in discussions about healthy eating and encourage them to try new foods through nurturing encouragement. They discuss the importance of eating a healthy diet and about the ingredients in the meals. These experiences help children in forming healthy habits for their future.
- Effective relationships with parents have a positive impact on children's learning and development. Leaders share ideas with parents, such as reading stories at home with their children. This supports children's learning.

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:

- support staff to understand and implement the new curriculum consistently, and identify what children need to learn now and next to help them cumulatively build on prior learning.

Setting details

Unique reference number	2746340
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10377112
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	0 to 4
Total number of places	79
Number of children on roll	120
Name of registered person	Little Seedlings Day Nursery Ltd
Registered person unique reference number	2558705
Telephone number	0151 4280108
Date of previous inspection	Not applicable

Information about this early years setting

Little Seedling at Arncliffe registered in 2023. The setting is based in Liverpool. The setting employs 18 members of childcare staff. Of these, two hold a level 6 qualification, 4 hold a level 3 qualification and 5 hold a level 2 qualification. The setting opens Monday to Friday for 51 weeks of the year and we offer government funded places for children from 9 months to four years, including for children in receipt of funding for disadvantage.

Information about this inspection

Inspector
Chris Scully

Inspection activities

- The manager and area manager joined the inspector on a learning walk and talked with the inspector about their curriculum and what they want the children to learn.
- Children spoke to and interacted with the inspector during the inspection.
- The manager and the inspector conducted a joint observation of a group activity in the baby room.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The nominated individual, area manager and the manager spoke to the inspector about the leadership and management of the setting.

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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