

# Three Gables Children Nursery

Inspection report for early years provision

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**Unique reference number** EY386143  
**Inspection date** 27/05/2009  
**Inspector** Elaine Murray

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Three Gables Day Nursery is a privately owned provision. It opened in 2005 and was registered at the current premises in 2008. It operates from a converted two storey building in Greasby, Wirral. A maximum of 26 children may attend the nursery at any one time. The nursery is open Monday to Friday from 08.00 until 18.00 all year round. All children share access to a secure enclosed outdoor play area. The accommodation for children aged over three years is situated on the first floor.

The provision is registered by Ofsted on the Early Years Register. There are currently 50 children attending who are within the Early Years Foundation Stage (EYFS). Children come from a wide catchment area. The nursery provides funded early education for three and four year olds. The nursery currently supports a number of children with learning difficulties and disabilities. The nursery employs seven staff. Five staff, including the manager hold appropriate early years qualifications and two staff members are working towards a qualification.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff provide an inviting, homely environment in which most aspects of children's learning and welfare are effectively promoted. Children enjoy their time at nursery and are happy and settled. Staff value and include children, and work well with parents to meet the needs of all children, including those with additional needs. Most required written policies and procedures are fully in place. Managers have a good awareness of the strengths and weaknesses of the provision and take positive steps to ensure improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that meals provided are consistently healthy
- ensure that adult led activities consistently promote effective learning by more carefully planning and organising the resources needed.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff.(Safeguarding and welfare)

10/06/2009

## **The leadership and management of the early years provision**

An effective key worker system ensures that staff know children well and are able to meet their individual needs. Staff work well together to share roles. Managers have introduced effective systems of self-evaluation, which mean that areas for improvement are identified and acted on. Managers have completed the Ofsted self-evaluation form, taking into account the views of staff. Since registration improvements have been made to the learning environment and systems for observation and planning which have a positive effect on children's welfare and learning. Managers have clear plans for further improvements to their provision.

Strong links with parents ensure that children's needs are met. Good systems are in place to ensure that parents are effectively involved in their children's learning. The promotion of inclusive practice is given a high priority by managers and staff. For example, links with outside agencies and effective systems for observing and assessing children's progress ensure that children with additional needs are well cared for and supported.

Staff have a good awareness of safety issues and have carried out a risk assessment of the premises and outings, which is regularly reviewed. Good systems are in place to minimise risks to children, such as reviewing accident records regularly to identify any patterns. Children are protected as staff have a good knowledge and understanding of the signs and symptoms of abuse and are familiar with the procedures to be followed. Several staff have attended recent training in this area to update their knowledge and understanding. Clear policies and procedures are in place which work effectively to ensure that children's welfare is promoted, although the required procedure to be followed in the event of an allegation being made against a member of staff is not included in the written safeguarding policy.

## **The quality and standards of the early years provision**

Staff create a welcoming environment by ensuring there is a range of toys and resources at their height, enabling them to make choices. Staff pay good attention to developing children's self-esteem and sense of belonging. Children enjoy looking at photographs of themselves on display and individual books of photographs of themselves and their families. Children develop confidence as they respond to staff's positive approach and genuine praise and encouragement. Children behave well. Most staff have a very good knowledge of the EYFS learning and development requirements. They know the children in their care extremely well. Staff make regular observations of children's learning and actively seek parents observations of children's learning at home. These observations are effectively used to plan children's next steps. As a result, children make good progress in their learning.

Younger children develop learning through a range of sensory activities. For example, babies explore coloured ice water and treasure baskets of different materials. Toddlers and older children enjoy exploring a good variety of musical

instruments. Older children happily dance to music together and choose to take turns to play an instrument whilst another child dances for the rest of the group to watch. Children are well motivated and enjoy their learning. However, on occasion, a lack of planning and organisation of resources means adult led activities become disjointed and children's learning is not maximised. Staff support children's learning well. They model new vocabulary , for example describing 'delicious' fruit, and give clear instructions to help children learn to peel fruit at snack time. Babies show warm attachments to their key worker as they are cuddled and talked to. Staff promote language development by responding to babies sounds. Children learn to appreciate diversity as they discuss families and homes, and take part in activities relating to a range of festivals, such as Chinese New Year. Children with additional needs are well integrated and positively included.

Children's good health is promoted as they make frequent use of the outdoor area and local park for exercise and fresh air. Children are provided with a varied diet, which includes plenty of fresh fruit and vegetables. Children's understanding of the importance of healthy eating is developed as they plant and grow vegetables in the nursery's garden and discuss their favourite fruits at snack time. However, the meals provided do not always contain healthy ingredients, as at times convenience foods, such as packet sauce mixes and jars of sauce are used. Children learn to stay safe as staff talk to them about the importance, for example, of not running in nursery. Children demonstrate an awareness of safety issues as they explain that they are not given small bottle tops because they might choke on them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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