

Bethany Day Nursery

162 Eastham Rake, WIRRAL, Merseyside, CH62 9AD

Inspection date

Previous inspection date

20/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Teaching is rooted in staff's good knowledge of how children learn. All staff plan securely for children's individual progress in their learning. Children's learning, particularly across the prime areas of learning, is effectively supported in fun ways.
- The effective key person system and enthusiastic and caring staff team ensures that children are warmly welcomed. Staff engage parents effectively to ensure children's unique needs are known. This means that children are very well supported and are happy and secure in their surroundings.
- The owners and managers of the setting are committed to developing a quality service. The drive for improvement is demonstrated in the staffs' positive attitudes and ability to work effectively as a team. Self-evaluation takes account of the views of the staff, parents and children, which develops a sense of ownership.
- The arrangements for keeping the children safe and promoting their well-being are highly effective.

It is not yet outstanding because

- On some occasions, staff do not always model the skills to support children to think creatively and critically.
- Some daily routine activities, such as lunchtimes have not been fully explored as ways to allow children additional opportunities to practise their self-help skills and further foster their counting and interest in number problems.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play area.
- During the inspection, the inspector viewed children's assessment and planning records. A selection of other pertinent documentation was also viewed.

The inspector held meetings with the owner, deputy manager and held several discussions with members of staff. He also held meetings with the manager, including undertaking a shared observation of practice over lunchtime in the pre-school room.
- During the inspection, the inspector interacted with children and spoke to parents.

Inspector

Frank Kelly

Full Report

Information about the setting

Bethany Day Nursery was registered in 2002 and registered again under new ownership in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts

of the Childcare Register. It is situated in the Eastham area of Wirral and is managed by a company. The nursery serves the local area and operates from five rooms over two floors in a converted house and there is a fully enclosed area available for outdoor play. Access to the upper floor is via stairs.

The nursery employs 15 members of childcare staff. Of these, one holds an early years foundation degree and 10 hold appropriate early years qualifications at level 3. Three members of staff are working towards a recognised childcare qualification.

The nursery opens Monday to Friday, all year round with the exception of Bank Holidays. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 72 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- support staff to extend their knowledge of how to enhance children's critical thinking when making decisions about how to approach a task, for example, by talking aloud to model thinking or describe actions during play
- refine the organisation of routines, such as lunchtime, to incorporate opportunities to allow children to practise and develop their self-help skills and use such activities to develop their interest in number problems and simple calculation. For example, encourage children to work out how many more or less places are needed and during the mealtime, allow them to serve themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled in this setting. They enter eagerly and are provided with interesting and challenging experiences that cover the depth and breadth of all seven areas of learning. The well-organised playrooms and range of toys available to the children create a fun and interesting place for them to be. For example, babies discover independently that they can fit a ball into the hole in the support donut they are sat in. They reach, stretch and crawl to grasp and handle the toys and equipment that capture their interest.

Staff demonstrate a high level of understanding about how young children learn. Children are busy in their play and simple enhancements by staff provide them with a richer learning experience. For example, mobile babies gleefully sit in a line pretending to be on a train. They inspect their 'real' train ticket and eagerly join in the actions to the 'The wheels on the train'. They make 'shhsh' noises as they move their hands back and forth in a sideways movement to represent the doors opening and closing. The adults enthusiastic encouragement further promotes their eagerness to join in. Two-year-old children participate in activities and play that engages them. For example, they create pictures by rolling marbles in paint and explore texture as they pour, crunch and squash rolled oats and pasta shapes.

Sensory experiences are threaded throughout the nursery as staff recognise the importance of such activities to promote the children's exploratory and active learning skills. For example, children in pre-school use a variety of tools to cut and make shapes with dough. In the baby room, the sounds made from the rice shakers and other musical instruments excites and stimulates them. They beam with pride at their achievements and use many of their senses as they touch and mouth the toys. These activities are also strongly focussed on promoting the children's physical dexterity and social skills. Older children share tools very well and the babies enjoy being part of a group. Language skills are encouraged and staff use songs and rhymes continually to enhance and encourage children's talking and communication. Simple visual clues are provided to help the children to make connections in their learning. For example, staff point to the star in the board book when singing 'Twinkle, twinkle little star'.

Children in pre-school enjoy stories and staff encourage them to join in with the repetitive text. They enjoy using rhyming words, such as 'swishy, swashy'. Discussion is invited and older children are supported well to learn to take turns to talk. Staff on some occasions will encourage children to think critically, for example, by asking them why the characters are taking their shoes off before crossing the river. However, there are occasional times during children's play, such as when stacking cups or when connecting pieces of track, where staff overlook the chances to support their critical thinking, for example, by modelling their thinking out loud. By talking to the children and inviting their thoughts, this helps them to work things out or explore that there may be different ways to approach a task.

Staff have high but realistic expectations of what the children can do for themselves. With enthusiastic encouragement, they support the children to have a go and try to do things for themselves. For example, children in pre-school are developing good self-help skills as they put on a wide selection of dressing-up clothes. Staff are willing to help children but encourage them to try to do it for themselves first. This develops children's 'can do' attitude and success drives their motivation and confidence in their own abilities. Consequently, they are eager to share their own ideas and talk and show what they think and know. For example, they attach the lions tail to their waist and gleefully pretend to be the 'Lion in the Chinese restaurant'.

Children's preparation for school readiness is fostered well in many ways. They are encouraged to dress themselves and help to tidy up and organise the playrooms. Printed

labels and numbers are displayed throughout the setting, helping to promote children's early literacy and mathematical understanding. Children in pre-school demonstrate a keen interest in counting and simple number games. For example, they talk about their specific age holding up three and four fingers to demonstrate this. They laugh and understand when adults suggest that four fingers means three. They are able to say which number comes next when adding one or taking one away. However, during routine activities of the day, such as lunchtime, the staff overlook the possibilities of using such activities to allow children to practise numbers problems in practical ways, such as setting places at the table. They also serve the children's lunch for them, which lessens their opportunities to further practise the self-help skills involved in self-serving that they enjoy during snack times. Nevertheless, children, overall, are making good progress across all aspects their development.

Children's future learning is closely monitored and planned for. Staff observe children regularly and use their observations and notes to support the ways, which they plan for their next steps in their learning. Parents are consulted when children start and are regularly updated through daily discussions and a daily diary. Staff use the 'Development Matters in the Early Years Foundation Stage' guidance to support their assessments of the children. They use these effectively to identify if children are operating within, below or above any aspect of the expected stages of their development. The setting has recently implemented the progress check at age two years that reflects the requirements of the Early Years Foundation Stage. It is undertaken in consultation with parents and other relevant professionals or services. This enables them to underpin the principles of early intervention and provide appropriate support for each child. Staff apply many of the recommended strategies to successfully support children, who are still learning English. The staff caring for children with special needs and/or disabilities are well informed and supported, so that they understand their particular preferences and learning styles. They ensure that they organise the playrooms and the daily routines to help children to feel secure. This provides children with the necessary support to make good progress given their individual starting points and abilities.

Displays linked to the children's play and activities are labelled with explanations and links to the different aspects and areas of learning. This provides useful information about how and what the children are learning, for parents. Each child has a learning record within which staff include a regular three month summary of the children's progress and an overview of their current stages of development. These are made available to parents and are shared in greater depth during events, such as parents' evenings. As a result, parents are well informed about all aspects of their child's progress and development.

Children in all rooms have good access to books and enjoy stories. Older children listen attentively and enjoy guessing what happens next. Access to a range of writing materials and equipment allows children of all ages to explore early writing skills. Older children show a keen interest in significant letters and writing their own names. Their work is prominently displayed, which boosts their confidence and sense of achievement. Staff subtly support children to develop the concept of writing for a purpose through the children's play. For example, they encourage the children to take orders from their friends in the role play restaurant.

The contribution of the early years provision to the well-being of children

Staff understand the importance of establishing warm and trusted relationships with the children in their care to enable them to feel safe and confident in their surroundings. Key persons take responsibility to provide personal care, which helps the babies and younger children to develop strong attachments. Children's individual care needs are met very well with staff undertaking any necessary training to support those with specific health or dietary needs. All required parental information is held and very effective systems are in place that support the children as they move through nursery and prepare to go to school. For example, parents are consulted as to when children move to another room and are introduced to the child's new key person. This promotes the partnership with parents and ensures that children receive consistent care, which fosters their well-being and provides a firm foundation for any future learning.

Children are well behaved and they share well. This is because staff's consistency of approach and their calm and polite interactions, provide children with a good role model to mirror. Staff gently support children to understand about caring and the needs of others. For example, for the young children they use props, such as a teddy, to distract them by asking them to help teddy sit on the chair. When older children ask if they can lift the flap in the book, the staff remind them that they have already completed this twice and suggest it would be kind if they let another child have a turn. Children follow expected hygiene procedures, such as washing their hands and staff talk to them about the importance of food and water to help them to keep fit and healthy. Staff provide snacks and meals that help children to develop the taste for a wider variety of foods and adopt healthy eating habits. Mealtimes are relaxed and sociable times. Children enjoy talking with their peers and the adults present. Staff do not hurry children, which means that those who take their time when eating can do so. After lunch, they have a short period of time where they engage in quieter, more restful activities, which helps aid their digestion. Outside in the garden, children plant and grow vegetables and harvest apples and pears. This helps them to learn about sustainability and widens their understanding of their world.

Children enjoy daily play in the garden where they can dig, run and be in the fresh air. Activities, such as using climbing apparatus and balancing beams, enable children to understand about taking and managing risks within a well-supervised environment. When it snows, they build snow figures and the staff and children from all rooms, including the babies, frequently go out into the local community on trips and outings. This includes rides on the ferry, train and bus. Children visit museums and other places of interest. Equipment, such as, dolls, books and role play equipment, provides children with images from other cultures. Staff plan activities that acknowledge equally the customs and celebrations of all the children attending, such as Chinese New Year. They help children to explore the similarities and differences of the celebrations, including talking about the significance of colours considered to be lucky and the stories behind the celebration. Children participate in creative activities, such as making lanterns and look at books and watch footage to help them to gain a greater understanding about the different celebrations.

The effectiveness of the leadership and management of the early years provision

Children are well protected as the setting is effectively organised and managed. The owner and staff demonstrate a very sound understanding of the requirements of the Early Years Foundation Stage. The staff team have a wide range of qualifications and experiences and are organised effectively, so that they compliment each other's experience and skills. Toys and equipment are safe and suitable for the ages and stages of development of the children and risk assessments have been completed. Staff undertake a daily check of the premises and supervise the children well to help promote their ongoing safety. Outings are thoughtfully planned and staff review their risk assessments following their visit to improve the safety for children.

Good management strategies, such as staff being required to present an overview of their appointed roles during team meetings, ensures that all have a clear understanding of their responsibilities. For example, they know who and how to report any concerns, such as those about the abuse or safety of a child. Consequently, all of the team demonstrate a very clear understanding of the steps to take to safeguard and protect children. Staff induction and opportunities for regular supervision and annual appraisal means that the staff are supported well to extend their skills and improve their practice. For example, they attend training, such as the 'Every Child's A Talker' programme. Staff are enthusiastic and eager to share their learning with their colleagues, which means that children benefit from improvements. The learning programme and assessment records are monitored by the manager to ensure that there is consistency of approach for each and every child. Those appointed to support children with special needs and/or disabilities are well informed and follow the recommended guidance and practice to ensure that children are afforded the chance to make good progress, based on their individual needs, abilities and starting points. There is good partnership with parents, other professionals and agencies to ensure that children's specific needs are attended to.

The owner is committed to developing a quality service. Close working with the staff and the local authority early years team has resulted in the creation of focused plans for improvement. Policies and procedures have been reviewed. A programme of decoration and replacement and increase of equipment has been implemented and staff are closely consulted regarding their ideas and suggestions. Consequently, they feel valued and this is evident in their enthusiasm and commitment to providing the children with the best care that they can. The views of parents and children are gained through discussions, observations and feedback questionnaires. For example, parents' views have been sought regarding how the learning programmes have been shared and children have been asked about the meals served. On a daily basis, children are consulted on the play and organisation, so that their thoughts and wishes are taken into account. This contributes to the children's sense of belonging and making a contribution to their day. Therefore, they are content and busy in their play.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY450546
Local authority	Wirral
Inspection number	882695
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	72
Name of provider	K1K2 Ltd
Date of previous inspection	Not applicable
Telephone number	0151 327 2764

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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