

# Berwick Road Day Nursery

Berwick Road, Little Sutton, South Wirral, CH66 4PN

## Inspection date

10/04/2014

Previous inspection date

13/03/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Partnerships with parents are strong and information gained from parents is used well to support planning the next steps for children's learning.
- The quality of teaching is consistently good, ensuring all children make good progress in their learning.
- Very good support is provided for children's language and communication skills, enabling children to talk in detail about what they are doing and what interests them.
- The owner and manager have clear values and aims for ensuring that the provision offered is to a high standard; as a result, resources and equipment are continuously updated and well maintained and practice continues to improve.
- Safeguarding procedures are robust and effective, so as to promote the welfare of all children.

### It is not yet outstanding because

- There is scope to make some resources more easily accessible to children, so as to enable them to more easily self-select resources to extend their play.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 carried out a tour of the nursery.
- The inspector spoke with some parents.
- The inspector observed play and learning activities in the indoor and outdoor environments and spoke to children and staff.
- The inspector carried out a meeting with the manager and owner and looked at and discussed a range of policies, procedures and documentation.
- The inspector carried out a joint observation with the manager.

## Inspector

Terence Gould

## Full report

### Information about the setting

Berwick Road Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and is situated in Little Sutton, Cheshire. The nursery is open from 7.30am to 6pm, each weekday, throughout the year and children attend for a variety of sessions. It operates from four playrooms on one level and children have daily access to outdoor play areas.

The nursery employs 19 members of staff who work directly with the children. Currently, 13 members of staff hold an appropriate early years qualification at level 3 and one member of staff holds a degree in early childhood studies. The manager and owner hold a childcare qualification at level 4.

There are currently 98 children on roll, of whom 46 children are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- enhance the way that some resources are stored, so as to make these easier for children to self-select.

## Inspection judgements

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

The nursery provides a good range of interesting, stimulating and challenging experiences for children to enjoy, both indoors and outdoors. Children spend suitably long periods outdoors where they engage in a range of activities, such as playing with dinosaurs in sand, running races, kicking and throwing balls and crawling through a tunnel. Workshop type areas of provision have been set up and developed to ensure that all seven areas of learning are appropriately promoted. As a result, children thoroughly enjoy playing and exploring, both indoors and outdoors, as they find out about things and try out and practise their ideas. Staff recognise their role in building the right conditions for children's learning. They strongly focus on ensuring children feel safe and secure by working together, so that each child feels valued as an individual and their own rate of development is respected. Regular monitoring of children's development is carried out through observational based assessments, which are used in conjunction with a well-developed tracking system. This enables staff to spot any gaps and work towards the next steps for all children. This ensures that all children make good or better progress and develop positive attitudes towards learning. The quality of teaching is consistently good

and in some cases is outstanding. Nursery staff provide stimulating resources, many of which are open-ended, so that they can be used in a variety of ways. For example, children enjoy exploring a wide range of unusual and interesting sensory objects in the Upper Tweenies Room. This helps children to concentrate and maintain their focus on activities for sustained periods of time.

Very good support and encouragement for children's language and communication skills enables them to talk in detail about what they are doing and what interests them. Staff recognise the benefits of developing children's language in the outdoor area and use play based activities to encourage them to talk. For example, when children use pots of water and paint brushes to paint the wall of the covered veranda, they repeat phrases, such as 'Splat splat splat', to describe their actions and movements. Children make regular visits to the local library and the nearby park and these visits are used to further develop language and communication skills. Parents are extremely pleased with the quality of what is provided by the nursery and how well they are kept informed by staff. They make written comments in parents' feedback questionnaires, such as 'I always find it easy to discuss my child's development with her key person' and 'I have been more than impressed at how well the nursery provides for my child and the progress she has made'. Good opportunities are provided for children to develop the physical skills required for early writing. Indoors, children attempt to write their own names on pictures they have drawn and to write lists, orders and bills when in the role play cafe. Outdoors, children use small clip boards and pencils to represent their ideas. As a result, children are developing the required basic skills needed for their early literacy development and a good foundation for future learning when they move to school.

Staff use observations well to accurately assess what children know and can do. They link these to the characteristics of effective learning and use them to develop ideas for the next steps in children's learning. Children have individual learning journey files containing baseline assessments, tracking records, examples of their work, observations and photographs as evidence of learning. Assessments are accurately matched to the guidance document 'Early Years Outcomes' and are used to track progress over time towards the early learning goals. Staff have an excellent knowledge of each child and use this to ensure that all children's needs and their interests are well met. They do this in ways, which challenge and support children in line with their stage of development. For example, children experimenting with putting half of a crocodile puzzle together with half of a fish are encouraged to think of what their 'new' creature can be called and how it will move and sound. Children come up with ideas for names for their 'new' creatures, such as a 'crocofish'. Parents have access to a range of information, which keeps them informed of their child's progress. They are actively encouraged to share information about their child's learning at home. For example, in the pre-school room, they write observations of significant learning at home on large cut out leaves, which they share with the child's key person and then place on the 'learning tree' in the nursery. Regular opportunities are provided for parents to look at and discuss their child's progress and share their interests and the activities they have enjoyed at home. This means there is a shared knowledge about their child through which a complete picture of learning and development is recorded and the next steps planned for them.

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

There is a strong, effective and well-established key person system in place. All parents know who is their child's key person. As children and their parents arrive at the nursery, they are met with a warm welcome by staff who greet them with a smile, make them feel special and get down to their eye level when talking to them. This successfully supports children's emotional well-being, helps them to build relationships with their key person and others adults present and to develop confidence in exploring their environment independently. As a consequence, children quickly build strong bonds with their key person and overall relationships between staff and children are very strong. Daily opportunities are provided for children to be physically active and enjoy energetic play, particularly in the outdoor play spaces attached to the nursery. Staff meet children's physical needs very well. They recognise when they are feeling unwell and provide space for them to rest or sleep as necessary. Extremely good use is made of the linked outdoor play areas as children engage in stimulating and challenging experiences, which supports their all-round development.

Before the children start to attend the nursery, staff begin to build the partnership with their parents. Information is gathered from parents through the key person system, including information about children's medical and other needs, their likes, dislikes and the make up of their family. Children also make short visits to play at the nursery. This helps to ensure that staff know the children well before they start. The impact of this practice is that continuity is provided in children's emotional and physical well-being and they feel emotionally secure in attending the nursery right from the start. Children are equally well prepared when they move between rooms in the nursery and to the reception class at the school. They are supported to make regular visits prior to the move, based on their individual needs and information is shared between staff and parents to ensure there is continuity in their learning and development and welfare. School teachers are invited to visit children in the nursery to help them to develop new relationships. This ensures children feel emotionally prepared for this next step in their lives. Staff strongly encourage children to develop their independence skills. The environment is well organised, resources are provided within areas for children to choose from. However, there is scope for some resources to be made more easily accessible to children by being split into smaller boxes. This will then enable children to more easily find the resources they need for their play. Independence is further developed when children wash their own hands and use the soap dispenser after playing with equipment, such as sand or paint, also, through everyday routines, for example, feeding themselves and pouring their own drinks.

Children's behaviour is extremely good in all rooms within the nursery. There is a well thought through and consistent approach to managing behaviour and as a result, children behave well. Staff clearly but sensitively explain and maintain clear boundaries and act quickly to ensure any difficulties are quickly and effectively managed, so that children can feel safe and secure in their play and other activities. For example, when changes occur in children's behaviour, staff help them to understand the feeling of others by labelling emotions, such as sadness. Children enjoy giving cuddles to their key person and demonstrate friendly behaviour towards each other. They are supported to visit their previous key person for a cuddle when they are making the move to another room. Staff

have a very good understanding of and give high priority to the safety of children. As a result, children show a good awareness of safety in the indoor and outdoor environments. For example, children ensure they walk when coming into the building after outdoor play. Children are also supported to have a good awareness of keeping themselves safe and staff routinely encourage them to consider aspects of safety. For example, staff remind children of the rules in keeping themselves safe as they gather together in key groups and play in different areas of the nursery. Staff give clear messages to children to ensure they are developing a good understanding of why it is important for them to engage in exercise and have a nutritious and balanced diet. A range of fresh, healthy fruit is offered to children at snack time and they are offered a drink of milk or water, which they are supported to access independently. As children learn about the importance of a healthy diet and how to keep themselves healthy through regular exercise, they are provided with a good range of healthy and nutritious snacks and meals. Snack and mealtimes in all rooms are sociable occasions where conversation is encouraged and children are supported. Parents are well informed about the nursery's healthy eating and exercise policy and are provided with information on the weekly menus of foods offered to children.

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

The owner and manager have clear values and aims for maintaining the high standards offered. Self-evaluation of the nursery practice and provision has been undertaken orally and the nursery is now in the process of writing this up. Staff have undergone safeguarding training and are all fully aware of their role and responsibility in sharing any concerns they may have regarding children's welfare and know to report this immediately to the manager who is the designated lead for safeguarding. All necessary steps are taken to protect children and keep them safe. This ensures that children are safeguarded very well. The manager ensures that all staff working directly with children hold appropriate qualifications, are suitable to fulfil the requirements of their role and have had appropriate checks carried out. Recruitment and selection process are rigorous and all the necessary checks are undertaken to ensure suitable candidates are appointed to any post. Children are further protected as the environments, both indoors and outdoors, are kept safe and free from hazards through daily risk assessments being carried out and reviewed on a regular basis, or when new hazards come to light. Safeguarding practices are reviewed regularly and are well documented. The manager has put systems into place to identify areas for improvement, which are identified through consultation with staff, children and parents. Staff welcome support from the local authority and respond well to any guidance provided.

The nursery owner has a good understanding of her role in monitoring the delivery of educational programmes and maintains an overview of the continuous provision for children in the indoor and outdoor environments. She is well supported by her long standing manager, to maintain an overview of the quality of teaching and learning provided. Effective systems are in place to monitor progress for each individual child or group of children attending. This ensures children's strengths and areas for development are quickly identified and intervention is received at the earliest possible stage. This is

further supported by effective supervision, induction and mentoring arrangements. This enables staff to discuss individual children's progress, address any issues and accurately identify training to support their own professional development, so promoting improved outcomes for all children.

Parents' noticeboards in each of the rooms provide a wealth of good quality information for parents. This ensures that parents are kept fully informed and up to date with key events as well as menus and details of any trips out. Parents are always warmly welcomed into the nursery and speak highly of the quality of the service they provide. Those parents spoken to on the day of the inspection described how well staff have supported their children, especially with developmental issues, such as potty training.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY246428
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	872580
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Helen Cartwright
<b>Date of previous inspection</b>	13/03/2012
<b>Telephone number</b>	0151 339 2700

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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, which are usually the childminder's 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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