

# Three Gables Children Nursery

220 Greasby Road, Greasby, Wirral, Merseyside, CH49 2PN

<b>Inspection date</b>	03/09/2014
Previous inspection date	27/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The quality of teaching is good, as a result, children are eager and motivated to learn. Staff are skilled in providing for their individual needs, ensuring that every child makes good progress considering their starting points.
- Children are very settled and content because all staff provide a caring and nurturing environment that effectively promotes their emotional well-being.
- Partnership arrangements with parents and other professionals are well established and make a strong contribution to meeting the needs of children.
- Leaders and managers ensure all practitioners are highly secure within their roles. Practitioners are knowledgeable regarding safeguarding procedures, therefore ensuring children are kept safe and protected at all times.

### It is not yet outstanding because

- Opportunities for staff to support and develop children's understanding of how to keep themselves safe and healthy during play and care routines are not used consistently.
- The outdoor environment provides limited opportunities for the children to explore the natural world through activities such as, digging, planting and investigating mini beasts.

## 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.

## Inspection activities

- The inspector observed activities in the nursery rooms and the outdoor areas, as well as conducting a joint observation with the manager.
- The inspector spoke to staff and gained the views of parents.
- The inspector reviewed a sample of policies and procedures, checked evidence of suitability and qualifications of staff, as well as the provider's self-evaluation form.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the management team.

## Inspector

Susan Hopper

## Full report

### Information about the setting

Three Gables Children Nursery is privately owned and was registered in 2008 and is on the Early Years Register. It operates from a converted two storey building in Greasby, Wirral. Children under the age of three are cared for on the ground floor and pre-school aged children on the first floor. All children share access to an enclosed outdoor area. The nursery serves the local area and wider community. It operates Monday to Friday, from 8am until 6pm all year round, excluding bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 68 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 children for whom English is an additional language and children with special educational needs and/or disabilities. The nursery employs nine members of childcare staff, including the manager, all of whom hold appropriate early years qualifications. These include three members of staff with foundation degrees, five with qualifications at level 3, and one who is qualified at level 2. The nursery also employs a part-time cook. The nursery receives support from the local authority.

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

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

- maximise opportunities to support and develop children's understanding of how to keep themselves safe and healthy during play and care routines by consistent use of good quality questions and explanations
- extend the opportunities in the outdoor play area for children to explore the natural world even more through activities such as, digging, planting and investigating mini beasts.

## Inspection judgements

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage and provide a stimulating environment where children are able to independently choose from a selection of toys and resources. Each room provides children with freedom of movement and choice in their learning. There is a wide range of quality resources available that children use in a number of ways to stretch their skills. For example, during outdoor play, they use chalks on the paved area to practise drawing numbers, letters and colouring shapes. The children have access to the outdoor play area on a daily basis. There is a good range of toys and equipment which provide children with challenging activities to develop their physical skills. For example, a member of staff leads the children through a sequence of activities on balancing bars and through tyres giving clear,

supportive instructions and feedback, helping them to develop their balance and control. However, there are fewer opportunities for the children to explore the natural world through digging and planting activities and investigating minibeasts. Resources indoors are presented at a low level so that children can access them freely. Staff plan flexibly for children, using their good knowledge of children's interests and developmental needs. For example, staff working with children in the pre-school and younger pre-school groups involve the children in planning activities through discussions at circle time and during play. Strategies to develop the communication and language of all children in the nursery are effective. Staff skilfully use techniques developed from the government's Every Child a Talker programme, to promote children's communication development. Children's home languages are very well supported and respected. Staff use key words, books and displays to extend all children's awareness of other languages.

The baby and toddler rooms are bright and welcoming with low-level storage, furniture and good quality equipment that enables the youngest children to play and explore independently. Babies have access to sheltered outdoor play areas directly outside their rooms. Staff have a good knowledge of each child and what they like to do, so they sensitively provide support and guidance during their play to help them in their learning. For example, during the play dough activity a member of staff works with each of the children individually, demonstrating how to roll and press shapes and extending their knowledge through counting, colour recognition and singing activities. Staff support children to acquire the skills, attitudes and disposition they need to be ready for the next stage of learning. For example, children independently put on their coats and shoes. Staff provide pencils, chalks and crayons to give children regular opportunities to develop their writing skills. Children's mathematical development is promoted through everyday activities such as, when they count the bowls at mealtimes and count each other at register time. Children sing rhymes, songs and repeat hand actions. Staff also introduce language such as, bigger and smaller, and when talking about shapes children can recognise half a crayon. Consequently, children learn about shape, space, measurement and size.

Staff provide a variety of communication methods to ensure that all parents are able to contribute to their children's learning. These include daily verbal feedback, daily diaries for all children, invitations to formal parents' evenings and annual questionnaires. Staff use early years assessment tools such as, the progress check for children aged between two-and-three years, to enable them to identify where there are gaps in children's development. This ensures that early intervention is provided for individual children when the need for additional support is identified. Any child that may require additional support is identified and referred to the nursery's special educational needs coordinator. She works alongside parents and other professionals to ensure that children's needs are well met. Parents are invited to add comments to the progress check and they have periodic summaries which allow them to see what their children have been doing at nursery. Learning journals documenting children's on-going achievements are available for parents to read.

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

The nursery uses excellent settling-in procedures tailored to the needs of individual children and their families. As a result, children settle quickly into the nursery. This provides a strong foundation for children to develop independence and exploratory skills, to support their future learning. All children enjoy warm relationships with the caring staff and are well-supported by their key workers. They are also happy to seek out other staff, demonstrating positive relationships which help them to feel secure and confident in the nursery environment. Children are developing an understanding of how to keep themselves safe although staff do not always give sufficient explanations about why certain rules exist or engage children in discussions about this aspect. For example, when asking the children to find their shoes and not to run, no guidance is given about the hazard posed by the wooden floor to reinforce children's awareness of safety.

Staff set clear boundaries for children's behaviour, as a result, children behave well. Children are gently reminded to say please and thank you when appropriate. Staff act as positive role models, speaking kindly to the children and offering frequent praise and encouragement. For example, children learn to take turns when choosing musical instruments and staff offer clear explanations for why they need to wait, which promotes children's understanding and self-esteem. Older children are willing and eager to take on responsibility. For example, they help to give out bowls and fruit at lunch time. Consequently, children are learning good social skills under the careful guidance of the nursery staff. Hygiene practices are well established. Children are supported in washing their hands after playing outdoors, using the toilet and before lunch and snack times. However, staff do not consistently use these opportunities to explain and discuss health and hygiene practices with the children. At mealtimes, the children are helped to develop an awareness of healthy eating because staff discuss the importance of food and the children help to serve. Staff promote children's health further by asking children throughout the day if they would like a drink of water and the children's personal water bottles are accessible to them at all times.

Risk management processes are robust. Staff undertake daily risk assessments to ensure resources are suitable and the environment is safe. Fire drills are practised regularly and documented. All staff have relevant first-aid qualifications. The provider ensures that all first-aid training is up-to-date and staff are aware of emergency procedures. Children are reminded about safety but are also encouraged to take well-supervised risks as they challenge themselves during play. For example, when using the large slide, children explore how quickly they can come down the slide using their feet and hands as staff remind them to land on the mat and offer encouragement and support.

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

Staff demonstrate a clear understanding of safeguarding procedures. They understand their role in protecting children from harm and are fully aware of what action to take if they are concerned about a child's safety and well-being. As a result, staff respond appropriately to safeguard children. The provider is proactive in ensuring that staff have a high level of safeguarding awareness and this is part of the induction process for all new members of staff. All required documentation relating to children and the safe

organisation and management of the nursery is in place and is comprehensive. Staff supervise children very well and children are suitably protected. For example, there is a secure procedure to gain entry into the nursery and all visitors must sign in and have their identification checked before being allowed to access the premises. Furthermore, the nursery operates a policy which prohibits the use of mobile phones in children's care rooms. Robust recruitment processes are followed to ensure that all staff are suitable to work with children. The provider ensures that suitability checks are undertaken, including Disclosure and Barring Service checks. A thorough induction process is followed and suitable references are required prior to any new staff being appointed.

The experienced staff team know the children well and the provider ensures that staff are deployed effectively. Staff model how to use resources correctly, play with children at their level and support their learning through timely intervention. For example, during a free play activity, children initiate a dancing session and a member of staff responds by singing nursery songs while the children demonstrate the actions. Staff are fully supported to improve and develop their knowledge and this is reflected in their enthusiasm and commitment to their ongoing professional development. The continued suitability of staff and the quality of their teaching and practice is monitored through supervision, appraisal and a targeted programme of professional development training.

Self-evaluation is used well to drive the provision forward. Areas for improvement are identified and clearly targeted to focus on aspects that will bring about the most positive impact for children. The recommendations from previous inspections have been suitably addressed. For example, the nursery now employs a part-time cook to ensure that all meals are consistently healthy and has successfully completed the accreditation process for the local authority's Health Promoting Early Years scheme. The safeguarding policy includes the procedure to be followed in the event of an allegation of abuse being made against a member of staff. All policies are reviewed every three months and documented. Children's individual needs are well met and strong partnerships with parents and other professionals are very effective. This supports the drive for improvement. For example, staff value parents as the child's primary carer and actively engage parents in their children's learning. As a result, parents are well-informed of their child's development and are kept up-to-date with what they are doing at nursery. Relationships with schools and pre-schools are very effective. For example, teachers from local schools visit in the summer term to exchange information and share items of the school uniforms. Consequently, children are well supported during their time at nursery and in preparation for their transition to the next stage in their learning.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY386143
<b>Local authority</b>	Wirral
<b>Inspection number</b>	873914
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Lynne Alma Dinsdale
<b>Date of previous inspection</b>	27/05/2009
<b>Telephone number</b>	01516777107

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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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