

Esholt Day Nursery

3 Gayton Lane, Gayton, Wirral, Merseyside, CH60 3SH

Inspection date

10/12/2014

Previous inspection date

15/04/2009

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

- The quality of teaching is good and, 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 an excellent 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 and, therefore, take steps to keep children 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.
- Staff do not always use stimulating displays in the outdoor learning environment to develop children's awareness and understanding of print, numbers, colours and shapes.

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, outdoors and at snack time and lunch time, as well as conducting a joint observation with a senior member of staff.
- The inspector spoke to staff and gained the views of parents.
- The inspector reviewed a sample of policies and procedures and 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 the planning documentation.
- The inspector held a meeting with the manager.

Inspector

Susan Hopper

Full report

Information about the setting

Esholt Day Nursery has been registered since 1991 and is on the Early Years Register. It is privately owned and managed. The nursery operates from three designated playrooms and other facilities on the ground floor of a large detached house in Gayton, Wirral. Children have access to an enclosed playground for outdoor play. The nursery serves the local area and wider community. It is open Monday to Friday, from 8.30am to 5.30pm, for 48 weeks of the year. The nursery is closed for bank holidays and two weeks at Christmas and two weeks at the end of August. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 2 and one holds Early Years Professional Status. The nursery receives support from the local authority and is a member of the local early years network.

What the setting needs to do to improve further

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

- build further on opportunities to support and develop children's understanding of how to keep themselves safe and healthy during play and care routines by, for example, making consistent use of good-quality questioning and explanations
- extend children's awareness and understanding of print, numbers, colours and shapes through the use of stimulating displays in the outdoor learning environment.

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 choose independently 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, children in the pre-school room are engaged in role play, in the Post Office, further developing their knowledge and understanding of the wider world. They pack, wrap and weigh boxes, address and post envelopes and exchange play money for postage stamps. The children have access to the outdoor playground on a daily basis. There is a good range of toys and equipment, which provides children with challenging activities to develop their physical skills and explore the natural world. For example, in the garden area, children plant seeds and flowers and grow fruit and vegetables. However, there are

few examples of print and numbers in the outdoor environment to stimulate children's interests and extend their knowledge.

The baby and toddler room is bright and welcoming with low-level storage, furniture and good quality equipment that enables the youngest children to play and explore independently. 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 a 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 encouraging them to name shapes and colours.

Staff support children to acquire the skills, attitudes and dispositions they need to be ready for the next stage of learning. For example, children independently put on their coats when going outside. Staff provide pencils, chalks and crayons to give children regular opportunities to develop their writing skills, such as writing lists of food in role play and drawing shapes in picture making activities. A special Mr. Tig Tog the dog project has been developed to encourage children to engage in learning activities with their parents and the nursery dog at home. Children's early reading skills are well supported through stimulating wall displays. For example, displays include children's names and key words linked to the themes of Our Community, Castles, Autumn, and Red and Green. Children's mathematical development is promoted through everyday activities, such as when they count the number of plates at snack time and when they are filling containers with scoops of sand during indoor play. Children listen to stories, sing rhymes and songs and use musical instruments. They enthusiastically join in with the singing practice for their Christmas concert. Staff also introduce language, such as bigger and smaller, heavier and lighter, during play activities and, when talking about shapes, children can recognise and name regular two dimensional shapes. 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, invitations to parents' meetings, annual questionnaires and termly newsletters. Information boards and leaflets in the main entrance area provide parents with a wealth of relevant information about the nursery and early years provision. 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 are provided with termly summaries of their child's progress. Parents are encouraged to write about their children's activities at home in their daily diaries or on Home News sheets, which are included in their learning journals. Learning journals documenting children's on-going achievements are regularly shared with parents and are always available for parents to read.

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

The nursery has developed very effective 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 very strong foundation for children to develop independence and exploratory skills to support their learning. Good procedures are in place to support children moving rooms within the nursery. For example, children regularly visit other rooms to access play opportunities and children's key persons meet to discuss their progress and individual needs prior to their final move.

All children enjoy very warm relationships with the caring staff and are extremely well-supported by their key persons. Staff in each individual room work together well sharing information about the children, thereby ensuring that the needs of all children are always well met. Children are also very 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 children are preparing to go outside to play, they are reminded to stand in a line but the safety rules for outdoor play are not discussed to reinforce children's awareness of safety.

Staff set very clear boundaries for children's behaviour and, as a result, children behave well. They act as positive role models, always speaking kindly to the children and offering frequent praise and encouragement. Older children are willing and eager to take on responsibility. They are very well supported and learn how to share and take turns. For example, at snack time, older children are encouraged to collect jugs of water and milk from the kitchen and to give out the plates to the other children.

Hygiene practices are well established. Children are encouraged to wash their hands after playing outdoors, using the toilet and before snack and lunch times. However, staff do not consistently use these opportunities to explain and discuss health and hygiene practices with children. At mealtimes, the children are helped to develop an awareness of healthy eating because staff discuss the importance of food and the older children serve themselves. Children help to grow fruit and vegetables during the summer months which are then prepared and eaten at snack times. All snacks and meals are prepared on the premises and consist of fresh ingredients, fruit and drinks of water or milk. The children have access to drinking water throughout the day. The nursery was awarded Health Promoting Early Years Status by the local authority in March 2015.

Children are reminded about safety but are also encouraged to take well-supervised risks as they challenge themselves during play. For example, when riding on bicycles in the outdoor play area, children are encouraged to avoid the puddles and other children as staff remind them to ride safely 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 manager is pro-active 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. 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 annually and documented. 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, as a result, 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 that 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.

Risk management processes are very comprehensive and cover everything with which a child may come into contact. Staff undertake daily risk assessments to ensure resources are suitable and the environment is safe. Fire drills are practised termly and documented. The manager ensures that the relevant number of staff with up-to-date first-aid qualifications are available at all times. All staff are aware of emergency procedures.

The experienced staff team know the children well and the manager 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 role play session in the home corner, in the two to three year olds room, a member of staff responds by providing the children with a clip board and pencil, so that they can write down the food requests of the other children as the children had decided to pretend that they were in a cafe. 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 are 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 building of the garden room has improved access to the outdoor environment and created additional space for play and learning activities, links with the local and wider communities have been developed through visitors and activity groups, and the two-way flow of information has been improved through additional documentation and meetings.

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. Parents are invited to attend meetings each term with their child's key person to discuss their progress and individual learning plans. As a result, individual needs are quickly identified and parents are involved at an early stage in their child's learning and development at nursery. The nursery actively promotes ways to involve parents in their children's learning, by encouraging them to borrow parents' packs of mathematics and literacy activities to complete with their children at home. Relationships with schools and pre-schools are effective. For example, teachers from local schools visit in the summer term to exchange information and meet the children. Consequently, children are well supported during their time at nursery and in preparation for their moving on 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

Unique reference number	306384
Local authority	Wirral
Inspection number	867662
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	30
Name of provider	Susan Elizabeth Williams
Date of previous inspection	15/04/2009
Telephone number	0151 342 6227

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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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