

General Day Nursery & After School

42-50 Sherdley Road, St. Helens, Merseyside, WA9 5AB



Inspection date	10 September 2015
Previous inspection date	28 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Well-qualified staff means that teaching is effective. Staff demonstrate a good knowledge of the learning and development requirements. They undertake regular observation and secure assessment, which ensures children make good progress based on their unique skills and starting points.
- The nursery is particularly adept at working with parents and other agencies and services to ensure that children with specific learning and/or complex health needs receive first-class support.
- An effective leadership with an ambitious vision motivates the staff team well. Plans for ongoing improvement are understood fully. As a result, children are kept safe and receive consistently improving high standards of care.
- Staff are kind and attentive to children so that strong bonds are formed and children settle quickly. As a result, children flourish and they are gaining the necessary skills needed for the next stage in their learning. They are eager to learn, for example, during a discussion about an octopus, they ask staff to show them how to represent eight using their fingers.

It is not yet outstanding because:

- The arrangements for staff support and development do not make the most of every opportunity to raise teaching to an even higher level.
- Staff have not considered fully the ways to help children to reflect on the similarities and differences of people, families and communities beyond their own.

What the setting needs to do to improve further

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

- refine the programme for the staff's professional development to improve the quality of teaching even further
- build on the experiences that staff provide to further help children strengthen their developing understanding of people, families and communities beyond their own.

Inspection activities

- The inspector viewed activities in the four playrooms and outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector spoke to members of staff and children at appropriate times during the inspection. The inspector also held meetings with the owner and the manager.
- The inspector spoke with some parents to gain their views on the day of the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at children's records, planning documentation and evidence of the qualifications and the suitability of staff working in the setting. The inspector also looked at the pre-school's self-evaluation and improvement plans, and a range of other documentation.
- The inspector checked the arrangements for staff trained in first aid and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff demonstrate a good understanding of the requirements of the Early Years Foundation Stage. The nursery is well organised with experienced and well-qualified staff deployed effectively so as to promote children's care, safety and learning. The arrangements for safeguarding are effective. A well-established procedure for staff support and development is in place and staff have regular chances to attain even higher level qualifications. Staff are provided with opportunities to learn from each other. However this is not yet fully embedded to improve the quality of teaching and learning to an even higher level. Nevertheless, staff are skilled at supporting children's learning across the seven areas of learning. Regular monitoring by the managers means that the progress of individual children and groups is accurately tracked. Unique strategies and interventions are quickly put in place to best meet children's individual needs.

Quality of teaching, learning and assessment is good

Children's learning and ongoing development is underpinned through the well-established partnerships and sharing of information with parents. Staff interactions and the quality of teaching is good as they extend children's learning indoors and outside. For example, staff encourage babies to develop their language as they play with the dolls and buggy. Outside, preschool children enjoy talking about their experiences at a zoo. They use their imagination and count the scoops of compost they use to create pens for the animals. Toddlers learn to develop their concentration and follow instruction as they join in a group activity with musical instruments. Early toddlers, develop their problem-solving skills and physical dexterity as they fit shapes into a posting box.

Personal development, behaviour and welfare are good

Children relate well to their key person and the other adults who care for them. Staff are warm and caring and their enthusiasm ensures that children are emotionally secure. Daily routines, such as cleaning their teeth help children to learn about and establish good habits which helps to promote their health throughout life. Children behave well as they learn from the courteous way staff interact with others. Children show a developing concern about their friends and visitors. They remind staff that visitors do not have a drink and explain in earnest how they keep themselves safe when lining up to go inside. Staff provide some equipment and activities to introduce children to the differing customs they may encounter in modern Britain. This introduces children to some of the differences in their wider world. However, staff have not considered how they could support children further, to explore more fully the similarities and differences of other families and communities that are not their own.

Outcomes for children are good

Transitions when children first enter nursery, during their time there and while preparing to start school are well managed. These equip children well for changes. Staff have high but realistic expectations for the children. They plan well for each child's unique learning needs.

Setting details

Unique reference number	315420
Local authority	St. Helens
Inspection number	871987
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	96
Number of children on roll	65
Name of provider	Helen Dew
Date of previous inspection	28 November 2011
Telephone number	01744 454 111

The General Day Nursery & After School was registered in 1995. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2,3,4,5 or 6. The nursery opens from Monday to Friday, all year round with the exception of a week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. A holiday school provision for older children is also offered.

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