

Garston Day Nursery

Garston Childrens Centre, 70 Banks Road, Liverpool, L19 8JZ



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| Inspection date | 2 March 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- The manager is ambitious and committed to providing high-quality standards for care and learning. She regularly evaluates the provision to identify priorities for improvement and successfully includes the views of parents, staff and the local authority.
- Staff are well qualified and use their knowledge effectively to plan a wide range of interesting and stimulating activities for children across the different areas of learning. They differentiate activities well to help meet the needs of individual children and challenge their learning.
- The manager has effective systems in place to monitor the progress of children. She quickly identifies any gaps in children's learning and plans next steps to support their development.
- Partnerships with parents are strong. Parents have regular opportunities to contribute to learning documents and discuss progress. Staff successfully promote children's learning at home and share ideas with parents about activities and interests.
- Children's independence and self-help skills are promoted very well through the setting's daily activities and routines. Children are supported to attend to their own needs, manage risks and discuss the benefits of healthy lifestyles.

It is not yet outstanding because:

- Staff do not always collect detailed information about children's skills and abilities when they first start at the nursery.
- Although staff are supported well, systems for professional development do not yet focus strongly enough on raising the quality of good teaching further.

What the setting needs to do to improve further

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

- ensure information collected on entry to the setting is completed consistently in order to effectively identify what children can already do at home
- enhance the current programme of professional development to focus more strongly on the raising the quality of teaching to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular child protection training, and display a sound understanding of how to promote children's safety and welfare. The manager has good systems in place to support and monitor the performance of staff. She uses high-quality supervisions and peer observations to identify training needs and discuss improvements. Staff are encouraged to share and implement new ideas following training. Most recently this has helped to enhance learning opportunities outdoors and supported mark-making projects. The manager uses her tracking effectively to improve aspects of the provision and learning experiences. The manager and staff have built good relationships with the local schools. They share information that helps to support children's move to school.

Quality of teaching, learning and assessment is good

Staff use their assessments to identify individual next steps in learning and plan activities to support these. They provide additional support for children who are making less than expected progress and involve additional agencies when needed. Staff use their experience to plan a wide range of exciting learning opportunities outdoors that build on children's existing skills and learning. They use a range of strategies to communicate effectively with children and promote their thinking skills. Older children have good opportunities to develop their mathematical understanding and literacy skills. Staff provide daily opportunities for phonics, mark making and counting. This helps to equip children with some of the key skills required for future learning. Younger children have plenty of opportunities to engage in sensory experiences, creative and messy activities that stimulate their interests and desire to explore.

Personal development, behaviour and welfare are good

Staff provide welcoming and well-planned learning environments that successfully support children to make choices in their learning. The outdoor environment is managed well and children have plenty of opportunities to learn about the natural world and develop their physical skills. Staff are kind and caring, and respond sensitively to children's individual needs and care routines. They include children in daily welcome sessions and use this as an opportunity to discuss the setting's rules and boundaries. Staff are good role models and consistently use positive praise to support and motivate children during activities. They encourage children to complete simple tasks independently and involve them in daily routines. Children enjoy preparing snacks and learn about the benefits of healthy eating. Planned activities and enhancements support children's understanding of diversity and different cultures.

Outcomes for children are good

Children make good progress in their learning and display a keen motivation to learn. They communicate well and are confident to make independent choices in their play. Children behave well and develop good cooperation and negotiation skills. They are well prepared for their next stage in learning and eventual move to school.

Setting details

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| Unique reference number | EY477078 |
| Local authority | Liverpool |
| Inspection number | 973033 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 46 |
| Number of children on roll | 83 |
| Name of provider | Garston Day Nursery Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 0151 427 5156 |

Garston Day Nursery was registered in 2014. The nursery employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, and two members of staff hold appropriate early years qualifications at level 2. A further two members of staff hold appropriate early years qualifications at level 4. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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