

Natterjacks Day Nursery

Southport YMCA Gymnastics Club, 55a Segars Lane, SOUTHPORT, Merseyside, PR8 3JA



Inspection date

Previous inspection date

7 January 2016

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

- Staff have good relationships with children and form secure emotional attachments. They provide them with a variety of fun and enjoyable experiences that cover all the areas of learning and meet their individual needs. Children make good progress.
- Partnerships between parents and staff are strong. Parents are extremely supportive of the nursery. They talk positively about the care and support that staff provide for their children. Additionally, parents attend training workshops at the nursery and this helps children's learning to be further supported at home.
- The management team utilise additional funding well. For example, they identify the benefits of extra music sessions and explain how it will further develop children's imagination and creativity, and extend their communication and language skills. This has a good impact on the progress that children make.
- The management team is pro-active and committed to continually driving improvement to the nursery. Self-evaluation processes are effective and action plans are in place. The manager accurately identifies the nursery's strengths and areas for improvement. This has a positive impact on the quality of the nursery.

It is not yet outstanding because:

- Staff do not obtain all possible information from parents about their children's existing skills and abilities before they start at the nursery to identify accurately their initial developmental levels and starting points.
- Sometimes, monitoring systems do not swiftly identify any emerging gaps in children's development.

What the setting needs to do to improve further

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

- collect more detailed information from parents about what children can already do when they first start at the nursery that further supports the initial assessment process
- extend systems of monitoring to provide a regular and in-depth review of the progress made by different groups of children to ensure any emerging gaps in learning are swiftly identified.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, the provider and the local authority quality adviser.
- The inspector looked at relevant documentation, including the nursery's action plans, evidence of the suitability of staff, and a selection of policies and procedures.
- The inspector spoke to staff, children and a selection of parents during the inspection and took account of their views.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff understand the safeguarding policies and procedures to follow to ensure children are safe from harm. Furthermore, staff follow rigorous risk assessments to help promote children's safety while in the nursery and within the adjoining areas of the building. Regular supervision meetings are carried out and staff's training needs are discussed. Staff attend a range of training to help them to update their teaching practice and build on their existing knowledge and skills. Staff work closely with other professionals, such as the local authority quality adviser. Additionally, they have connections with other educational training professionals, such as universities, and take part in early years studies. This gives the staff the opportunity to share good practice and support future early years practitioners.

Quality of teaching, learning and assessment is good

Staff know the children well and use their knowledge to guide and extend their learning. Observation and planning systems sharply focus on responding to each child's individual development and interests. This helps to support children to be highly engaged for a longer period of time and a deeper level of learning takes place. Children play purposefully and have the opportunity to talk, think and test out their own ideas, developing their communication and language skills. Staff differentiate activities well to suit all ages and abilities. For example, staff extend older children's mathematical knowledge when they show curiosity in adding objects together to make different amounts. Younger children join in and staff encourage them to count numbers in sequence. This positive interaction by staff helps children to lead their own learning and they make good progress.

Personal development, behaviour and welfare are good

The nursery is a welcoming, enabling environment. Effective care practices mean children's care needs are met, and their confidence and emotional well-being are supported. For instance, children separate easily from their parents and are excited to play and refer to the nursery as, 'The happy nursery'. Children are given the time, space and choice to freely move between the indoors and the outdoors. This helps to support children's physical skills and promotes a healthy lifestyle. Furthermore, staff take opportunities at lunchtime to discuss healthy foods and what effects they have on their bodies. Staff promote and model positive behaviour in a way that children understand. For example, they suggest ideas to children to think through and defuse any possible conflict. This helps children play well together, listen to other viewpoints and respect each other.

Outcomes for children are good

Children make good progress in their learning from their starting points. They develop good independence skills through activities and routines, such as putting on and taking off their coats, and serving and making their own snacks. This helps to prepare children well for the next stage in their learning, including when they move on to school.

Setting details

Unique reference number	EY480092
Local authority	Sefton
Inspection number	987700
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	25
Name of provider	Natterjacks Childcare Ltd
Date of previous inspection	Not applicable
Telephone number	07939465661

Natterjacks Day Nursery was registered in 2014. The nursery is open Monday to Friday from 9am to 3.30pm, during term time only. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs five members of childcare staff who hold appropriate early years qualifications between level 3 and level 6, including one who has Qualified Teacher Status.

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