

Deysbrook Day Nursery

Deysbrook Community Centre, 2 Deysbrook Way, Liverpool, L12 4XF



Inspection date

1 June 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
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	Previous inspection:	Not applicable	
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Effectiveness of the leadership and management		Good	2
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Quality of teaching, learning and assessment		Good	2
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Personal development, behaviour and welfare		Good	2
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Outcomes for children		Good	2
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Summary of key findings for parents

This provision is good

- Effective support is given to children who have special educational needs or disability and those who are learning English as an additional language. For example, a variety of communication bags and boxes has been created. This supports children's emotional well-being, reflects on different backgrounds and focuses on specific areas of learning that need additional support, such as maths.
- There are effective arrangements for continued professional development and additional training for staff. This supports staff to further their skills to maintain good quality teaching throughout the nursery.
- The manager and the staff are a passionate, dedicated and well-qualified team. They continually evaluate all areas of the provision and have clear, focused improvement plans in place.
- Staff promote positive behaviour well and children understand behavioural expectations. For example, they negotiate time limits for toys, talk about their feelings and resolve disagreements in a mature way. This boost's children's self-esteem and they respect each other.

It is not yet outstanding because:

- Staff do not gain as much information as possible from parents about what children know and can do when they first start at the nursery to support initial planning.
- Occasionally, staff do not give children enough time to test their own ideas, solve problems and reflect on the progress of activities that they have been absorbed in.

What the setting needs to do to improve further

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

- gain more information from parents about what their children know and can do when they start at the nursery, to further support staff to plan even more effectively for children's future learning
- help children to further test their own ideas, solve problems and have enough time to reflect on their own progress at the end of their learning and play.

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 nursery manager.
- The inspector held a meeting with the nursery manager and the deputy manager.
- The inspector looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to staff and children, and read a selection of parents' comments during the inspection, taking account of their views.
- The inspector carried out a tour of the nursery.

Inspector

Kellie Lever

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and the staff have a good knowledge of their responsibilities and the procedures to follow to report any child protection concerns. Staff and children carefully monitor and risk assess any potential hazards in the nursery and surrounding areas throughout the day. There are effective systems of recruitment, induction for new staff and continued monitoring of staff practice. Staff are well qualified and effectively promote the best outcomes for children. Staff develop good partnerships with parents and continually exchange information about children, offering advice and support on how to extend their children's learning at home.

Quality of teaching, learning and assessment is good

Staff make good use of their observations to plan stimulating activities to promote children's learning. These activities follow children's interests and next steps in their learning and help all children to make good progress. Staff support younger children in their play and offer explanations and additional information to build on their imagination and fascinations. Older children pretend to make smoothies and staff extend their learning further as they introduce real fruit for children to cut and touch. This leads them to ask questions and have in-depth conversations expanding on their communication and language skills. Children happily sit alongside each other to complete matching games, showing their understanding of similarities and differences between different pictures. Staff help older children to develop their listening skills and concentration as they sit and listen to what other children have to say. They enjoy being creative and use the good range of resources, such as spray bottles filled with paint, to create colourful designs and patterns for den covers.

Personal development, behaviour and welfare are good

Staff gain good information from parents about their child's routines, likes and dislikes when they first start to help them meet their individual care needs. This helps children to form strong attachments with staff and supports their emotional well-being. Children adapt to their new routine well. Staff involve children in the community in which they live. They take part in local charity events, visit the supermarket and learn about people who work in their community, such as, firemen, doctors and police officers. Furthermore, staff extend children's knowledge of their city and learn about familiar buildings, such as cathedrals and the Liver building. Children learn the importance of leading healthy lifestyles. They are active and develop their physical skills as they move around freely in the spacious outdoors. Furthermore, children grow vegetables in the garden and discuss healthy foods and how they grow.

Outcomes for children are good

Children make good progress in their learning and gain the skills required for their next steps in learning, including their move on to school. They are independent and develop good social skills, which boost children's confidence, helping them to be fluent, articulate talkers. Children are inquisitive, motivated to learn and children of all ages have good opportunities to explore and investigate in the highly enabling environment.

Setting details

Unique reference number	EY487947
Local authority	Liverpool
Inspection number	1011769
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	40
Number of children on roll	66
Name of registered person	Deysbrook Day Nursery Partnership
Registered person unique reference number	RP902767
Date of previous inspection	Not applicable
Telephone number	0151 254 1227

Deysbrook Day Nursery was registered in 2015. The nursery opens from 8am until 6pm, Monday to Friday, for 51 weeks of the year. The nursery employs seven members of childcare staff. Of these five hold appropriate early years qualifications between level 2 and level 5. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability and children with English as an additional language.

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