

Inspection date	1 November 2016
Previous inspection date	22 April 2013

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

- Children form strong bonds with the warm and caring staff. They are welcomed enthusiastically into the nursery. New children are offered cuddles and reassurance and they settle in quickly. This helps children to feel safe, secure and ready to learn, which supports their emotional well-being.
- Staff use information from accurate observations to identify what children need to learn next. Overall, they plan a wide range of experiences that helps children build on what they already know and can do. The environment, both inside and outside, is stimulating and well organised.
- The highly qualified manager encourages staff to access training to extend their knowledge and acquire new skills. Learning and ideas are shared with the skilled staff team. This contributes towards effective changes in practice and has a positive impact on children's learning and development.
- The manager accurately evaluates the progress that different groups of children make. Any gaps in children's learning are promptly identified and additional support is sought when necessary. This helps all children to make good progress from when they first start at the nursery.
- Children learn about leading a healthy lifestyle and have good opportunities to make their own decisions. For instance, children choose the meals they want to eat each day. They place their photographs under a picture of the available healthy choices for lunch.

It is not yet outstanding because:

- Occasionally, staff do not make full use of opportunities for children to develop their early writing skills.
- On occasions, staff do not manage planned changes to routines highly effectively to help children maintain their good interest and involvement during activities.

What the setting needs to do to improve further

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

- increase opportunities for children to build on and further extend their good writing skills
- manage planned changes in routines even more effectively and minimise interruptions to children's learning.

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. 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 some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their role in helping to keep children safe. They know the procedures to follow should they have concerns about children's welfare. The manager supports her staff team through ongoing supervision and appraisal. There are very good links with other providers, agencies and local schools. Information is exchanged between all parties to ensure that there is consistency in children's care and learning. The manager has a clear vision for the development of the nursery. Staff, parents and children are consulted and their views are considered when planning changes that help improve practice. For example, props have been introduced to support children with their learning. 'Lola Leopard' is used by staff to help enhance children's good listening skills.

Quality of teaching, learning and assessment is good

Staff form very good partnerships with parents. Important information is shared right from the outset. Parents comment that they are very well informed about their children's progress and daily activities. Overall, staff use their knowledge and skills well to deliver high-quality teaching. Children thoroughly enjoy the activities provided. For example, they eagerly hunt for toy bears in the garden. Children repeat words from their favourite stories, such as splash, squelch and swish. This helps support their good speaking skills. Children are encouraged to recall what grows in their garden at home. They talk to each other about how apples grow on trees. This contributes to their good social skills.

Personal development, behaviour and welfare are good

Children behave very well and use good manners. They share and take turns with one another and are kind and respectful towards each other's similarities and differences. Children excitedly engage staff in identifying aeroplanes that fly overhead. Staff support their interests and use the internet to track the flight and destination. Children tell staff that, 'There was a propeller and light on the front'. This helps support their learning and understanding of the wider world. Children are highly independent and practise good self-care skills. For example, they pour their own drinks, serve their own meals and wash their own hands before eating. Children have free access to the garden and enjoy daily opportunities to be physically active in the fresh air. They manage their own risks. For instance, children negotiate the outdoor play space when riding on bikes. They skilfully manoeuvre around other children and avoid bumping into them.

Outcomes for children are good

All children, including those who have special educational needs or disabilities, make good progress. Funding is used effectively to meet the needs of those who require extra support. For example, resources are purchased that help children to develop their good mathematical skills. Children enjoy working out how many spots are on stones that are painted like ladybirds. Younger children practise their counting skills. Older children are challenged even further. They confidently work out simple problems, such as one more and one less. Children are developing the key skills required for the next stage in their learning and eventual move on to school.

Setting details

Unique reference number	EY440928
Local authority	Sefton
Inspection number	1065830
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	35
Name of registered person	Maryvale Nursery Ltd
Registered person unique reference number	RP904932
Date of previous inspection	22 April 2013
Telephone number	01515468127

Bright Days was registered in 2012. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications ranging from level 2 to level 6. One member of staff is employed on an apprenticeship scheme working towards a level 2 qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children who have special educational needs or disabilities.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

