

# Bethany Day Nursery Ltd

162 Eastham Rake, Eastham, Wirral, CH62 9AD



<b>Inspection date</b>	7 November 2016
Previous inspection date	20 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The provider and staff regularly review the work in the nursery to identify areas for further improvement. They welcome feedback from parents and take account of the interests of children. A continuous improvement plan has been developed and adopted. This helps to improve outcomes for all children.
- Staff observe children as they play and make assessments of their learning. They provide children with a range of interesting and stimulating activities. This helps them to make good progress in their learning and development.
- Staff create a warm and welcoming environment. Provision for outdoor play is particularly well planned and organised. Staff know children well and form close, supportive relationships with them. This helps children to settle quickly and enjoy their time at nursery.
- Partnerships with parents are good. Staff work closely with parents and keep them well informed about their children's activities and progress. They regularly share information about children's learning and development. Staff provide good support for parents to continue their children's learning at home.
- Support for children who have special educational needs and disabilities is good. Staff work closely with a range of other professionals to ensure that the needs of all children are well met.

### It is not yet outstanding because:

- There have been several recent changes to the staff team. The arrangements for monitoring and supervising staff practice are not always highly effective in ensuring that staff have the support they need to fully develop their skills and knowledge.
- Staff do not always make the best use of opportunities to extend children's thinking and problem-solving skills.

## What the setting needs to do to improve further

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

- enhance arrangements for the monitoring and supervision of staff practice to help them develop their skills and knowledge to the highest level
- provide more opportunities for children to develop their thinking and problem-solving skills.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the provider and management team.
- The inspector looked at a range of documentation, including children's learning records, policies and procedures, evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Susan Hopper

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the signs of possible abuse and understand what action they should take if they have any concerns about a child's welfare. They have attended safeguarding training and receive regular updates. Staff are deployed effectively and managers ensure adult-to-child ratios are maintained at all times. There are robust vetting systems in place to ensure staff are suitable to work with children. Staff complete daily risk assessments of the indoor and outdoor environments. They identify any potential risks and take appropriate steps to help to ensure children remain safe and free from harm. The deputy manager regularly checks children's progress and works closely with staff to identify any emerging needs or gaps in learning. This helps to ensure that additional support is accessed when required.

### Quality of teaching, learning and assessment is good

Staff use information from parents and their assessments to plan for children's individual needs and next steps in learning. There is a good balance of adult-led activities and child-initiated play. Children have opportunities to be creative and use their imagination. For example, they engage in role play, pretending to be doctors and nurses helping a patient. They enthusiastically explore the equipment in the doctor's box and play cooperatively together. Children enjoy engaging in sensory play. They smell and touch different natural resources and experiment making sounds with musical instruments. Younger children are well supported to explore their environment. Toys and equipment are well organised to help children to make choices in their play. Children are encouraged to practise their counting and colour recognition skills in their play and routine activities, such as at lunchtimes.

### Personal development, behaviour and welfare are good

Children's individual care needs are well met. Staff support children well and act as good role models. They praise children as they play and encourage them to use good manners. Children behave well and cooperate fully with staff. They learn how to share and take turns. For example, they confidently pass toys to each other during circle time and patiently wait for the next toy. Children are encouraged to be independent and help with routine activities. They learn about healthy lifestyles. Children practise good hygiene routines and understand the importance of washing their hands after playing outdoors. They enjoy a range of nutritious meals that is prepared by an external caterer. Staff talk to children about the healthy qualities of the different foods they are eating. Children have regular opportunities to play outdoors and be physically active.

### Outcomes for children are good

Children are happy and active learners. They demonstrate a strong sense of belonging as they confidently engage in different activities. Children have good social skills and communication skills. They are keen to involve staff in their play. Children are developing key skills in readiness for their next stage in learning. Older children are well prepared for their move on to school. All children, including those who have special educational needs and disabilities, are progressing well from their starting points.

## Setting details

<b>Unique reference number</b>	EY450546
<b>Local authority</b>	Wirral
<b>Inspection number</b>	1066117
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	57
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	K1K2 Ltd
<b>Registered person unique reference number</b>	RP531802
<b>Date of previous inspection</b>	20 February 2013
<b>Telephone number</b>	01513272764

Bethany Day Nursery Ltd was registered under new ownership in 2012. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and disabilities.

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