

# Storytime Private Day Nursery

57 Horace Street, ST. HELENS, Merseyside, WA10 4LZ



## Inspection date

4 January 2017

Previous inspection date

29 January 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 well-qualified staff and passionate leadership team provide a warm and welcoming environment for children to enjoy. Children experience a rich and varied range of opportunities to promote their learning. They confidently demonstrate that they are active learners as they independently choose what they would like to do.
- Staff undertake precise and regular assessments of children's learning. Children's individual needs are met very well. All children are effectively supported to make good progress in their learning, including those in receipt of additional funding.
- Children are exceptionally well cared for and demonstrate warm and trusting relationships with staff. Staff act as good role models and children behave very well. Staff encourage children to play cooperatively together, supporting the development of their social skills.
- Staff work diligently with other professionals in order to offer optimal chances for all children. This helps children who have special educational needs or disabilities and those who speak English as an additional language to make good progress.
- The management team regularly reflects and evaluates its provision, demonstrating a strong commitment to continuous improvement. Areas identified for ongoing improvement are purposeful and benefit the children immensely.

### It is not yet outstanding because:

- Occasionally, staff do not give children sufficient time to respond to the questions that are asked of them.

## What the setting needs to do to improve further

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

- enhance teaching skills that provide children with appropriate time to answer questions and develop their thinking skills.

### 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 management team.
- The inspector looked at relevant documentation, including the nursery's self-evaluation procedures and evidence of the suitability of staff working at the nursery.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector carried out a tour of the nursery.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a strong vision for improvement. She has a clear sense of purpose that is shared by the deputy and the staff team as a whole. The manager has implemented robust procedures to supervise staff to provide a greater insight into their individual skills and preferences for training. The arrangements for safeguarding are effective. All staff fully understand their role in protecting children and are well trained in safeguarding issues and paediatric first aid. Detailed policies and procedures are regularly reviewed with parents and staff. These include the administration of medication and the safe use of mobile phones. The manager has developed highly effective systems to closely monitor children's progress. She uses this information extremely well to identify any gaps in learning, swiftly securing any additional support as required.

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

Staff gather detailed information from parents when children first start about what they have already achieved and carefully monitor their ongoing progress. Overall, staff demonstrate effective teaching skills. They help support children's acquisition of language as they introduce new vocabulary, repeat words and extend sentences using descriptive language. Babies and young children are nurtured in a stimulating environment. Staff help them to confidently investigate a range of materials and textures. They make investigations in their learning and develop new ideas as they find out what things can do. Older children learn mathematical concepts during many activities and have plentiful opportunities to practise making marks. They build tracks and ramps for their cars and trains, testing their ideas and theories as they work collaboratively together.

### Personal development, behaviour and welfare are good

Staff are extremely nurturing and offer a warm and welcoming approach. Children are treated with kindness and respect. They confidently seek reassurance from staff as required, demonstrating that they feel safe and emotionally secure. The high-quality environment is well resourced and promotes children's developing independence skills as they freely choose activities to become absorbed in. Children are encouraged to do things for themselves. They are supported by staff to manage their feelings and behaviour and to share and respect one another. They enjoy healthy food options and thoroughly enjoy being physically active in the fresh air. Younger children manoeuvre wheeled toys with growing precision and older children proudly demonstrate their balancing skills as they walk across wooden planks. Children are developing an awareness of living things and how to care for others as they help look after the nursery guinea pig. They describe how they feed him and the new toys that he has in his cage.

### Outcomes for children are good

All children make good progress and acquire a wide range of important skills in readiness for their future learning and school. Children are confident communicators. They are able to express their needs and feelings well. Children are eager to develop their early literacy skills. For example, they recognize their own names during self-registration and enjoy sharing their favourite books with staff.

## Setting details

<b>Unique reference number</b>	EY445029
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	1065886
<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 - 4
<b>Total number of places</b>	61
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Storytime Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP531513
<b>Date of previous inspection</b>	29 January 2013
<b>Telephone number</b>	01744 757 999

Storytime Private Day Nursery was registered in 2012. It is situated in St Helens in Merseyside. The nursery employs 21 members of childcare staff. Of these, one holds an early years degree and early years professional status. Eighteen members of staff hold qualifications at level 3 or above. The nursery opens Monday to Friday all year round with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am 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 or disabilities and children who speak English as an additional language.

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