

Gayton Nursery

10 Brimstage Road, Heswall, WIRRAL, Merseyside, CH60 1XG



Inspection date	6 January 2017
Previous inspection date	20 August 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

- The ambitious management team aspires to be outstanding. Systems are in place to evaluate the provision to inform continuous improvement. Managers have a clear understanding of the strengths and weaknesses of the setting. Detailed plans are in place to further improve outcomes for children.
- Staff working in the baby room provide high levels of care and emotional support. Babies are happy, settled and show a real sense of belonging.
- Staff in the pre-school room support children's early literacy skills particularly well. For example, children are encouraged to write their names on their drawings and paintings and to write pretend shopping lists in their role play area. All children make good progress.
- The vibrant environment is well resourced, indoors and outside, and planned carefully to promote learning in all areas of the curriculum.
- Staff work exceptionally well with parents and other professionals to support children who have specific learning needs. Advice received is implemented very effectively during planning and ensures children receive a consistent approach from all adults working with them.

It is not yet outstanding because:

- Sometimes, staff do not make the best use of information gained from some assessments to plan highly focused next steps in children's learning.
- On occasions, staff are less effective in helping children understand how to keep themselves safe.

What the setting needs to do to improve further

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

- make the most effective use of information gained from assessments of children's learning and plan even more focused next steps that help them make even better progress
- review and reflect on how children's understanding of how to keep themselves safe is extended in everyday play and routine tasks.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Deputy

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand their responsibility to protect and safeguard children from harm. They can identify the signs and symptoms of abuse and know who to contact should they have concerns about a child's welfare. Robust risk assessments are in place to help ensure all areas of the nursery are safe and secure. Regular supervision meetings between managers and staff discuss staff practice and offer further support. For example, further training is sought to improve staff practice. The manager monitors children's progress over time. She makes good use of this information to help develop the nursery's self-evaluation and inform the action planning processes.

Quality of teaching, learning and assessment is good

Overall, staff use observations and assessments of children's learning well to identify and plan for what they need to learn next. Parents are kept well informed regarding their children's progress. Staff suggest home learning opportunities that effectively support children to make good progress. Children are engaged and interested in their play. For example, in the toddler room children delight in filling up their watering cans and finding dints in the ground to fill with water and make puddles. These types of activities help children to understand the natural world and develop their dexterity ready for early writing. Staff interact very well with children to help support their communication and language development. They introduce new and interesting words as children play that help extend their vocabulary.

Personal development, behaviour and welfare are good

Key persons gather meaningful information from parents before children start and use this to support children from the first day. Children form strong bonds and attachments with staff and make friends with their peers easily, which contributes to their self-confidence. Children are well behaved for their ages. Clear guidance from staff, supports them to learn to respect, tolerate and consider each other as they play. Staff make effective use of opportunities to celebrate diversity. They reflect children's individuality and cultures within their practice. Children enjoy daily exercise and outdoor play in the exciting and stimulating nursery garden. This helps to support their physical well-being. Mealtimes are positive learning experiences. Staff encourage children to be independent and they talk to them about healthy foods as they eat.

Outcomes for children are good

Children are developing the key skills required to prepare them for the move on to school. Children learn about linking sounds and letters. Older children apply these skills as they begin linking sounds to create simple words and sentences. Children are motivated to learn and enjoy making choices. They are confident to explore and discover. Children listen attentively to others and are eager to make their own contributions to discussions. All children, including those children who speak English as an additional language and children who have specific learning needs, are working at expected levels of development.

Setting details

Unique reference number	EY378710
Local authority	Wirral
Inspection number	1065219
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	84
Number of children on roll	69
Name of registered person	Busy Nought to Fives Limited
Registered person unique reference number	RP906936
Date of previous inspection	20 August 2013
Telephone number	0151 342 6385

Gayton Nursery was registered in 2008. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications, including one with early years professional status and qualified teacher status. The nursery manager holds a level 6 qualification and the deputy manager holds a level 4 qualification. Five members of staff hold level 3 qualifications and two hold level 2 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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

