

# Denehurst Day Nursery

2a Haymans Green, West Derby, LIVERPOOL, L12 7JG



## Inspection date

9 August 2017

Previous inspection date

28 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The manager is not fully aware of her responsibilities to comply with the legislation under the Data Protection Act 1998 in order to help maximise children's safety.
- Teaching is not consistently good across the nursery. Some staff interactions do not sufficiently provide children with valuable opportunities to engage and remain interested in meaningful learning opportunities. Not all children are supported to make good enough progress.
- Staff in the baby room do not use effective questioning techniques to support babies with their early speaking and thinking skills.
- The manager does not monitor the quality of staff's practice robustly or provide them with effective support.
- At times, staff do not do as much as they can to promote older children's independence and help them understand about where food comes from.
- The manager does not use self-evaluation effectively to identify all areas of provision that can be improved.

### It has the following strengths

- The manager and staff work closely with parents and other professionals. They support children who have special educational needs and/or disabilities particularly well. For example, children are supported with their transitions from one room to another in the nursery. Staff also help to prepare them well for their transitions to school.
- The manager has suitable systems in place to monitor children's progress.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve understanding of the statutory requirements regarding responsibilities for data protection</li> </ul>	09/09/2017
<ul style="list-style-type: none"> <li>■ ensure that staff interactions provide children with valuable opportunities to engage and remain interested in rich and meaningful learning opportunities, so that all children make good progress</li> </ul>	09/09/2017
<ul style="list-style-type: none"> <li>■ improve teaching in the baby room so that babies develop good speaking and thinking skills.</li> </ul>	09/09/2017

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

- build further on the monitoring of staff's practice to provide them with effective support in order to help raise their teaching skills to higher levels
- increase opportunities for older children to develop their independence and learn about where their food comes from
- implement a robust action plan to swiftly address weaknesses in provision, in order to bring about continual improvement.

### Inspection activities

- The inspector took a tour of the nursery with the nursery manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She discussed self-evaluation processes and looked at relevant documentation 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 requires improvement

Safeguarding is effective. The manager and staff know the procedures to follow should they be concerned about the welfare of a child. Overall, the manager ensures that staff access some training to help improve their practice. For example, recent sensory training has helped staff to use techniques that help calm children between activities. However, the manager does not use self-evaluation effectively to identify all weaknesses in practice. The manager does not have a suitable understanding of her responsibilities under the Data Protection Act 1998. Furthermore, she does not always monitor staff's practice regularly enough to ensure that teaching is of a consistently good standard. She has not ensured that some staff have been supported effectively. For example, staff in the baby room do not use effective questioning methods that help to support babies with their early speaking and thinking skills.

### Quality of teaching, learning and assessment requires improvement

Staff are well qualified. However, teaching across the nursery is variable. Some staff in the pre-school room observe children carefully and follow their individual interests. They provide one-to-one interaction that helps to promote children's learning. For example, children enjoy painting. Staff are nearby to sensitively support their understanding of mixing paint together to create new colours. However, other children in the nursery do not show the same high levels of interest or engagement during activities. This is because some staff do not always foster children's individual interests or provide children with enough adult interaction. This means that children are not always motivated to learn.

### Personal development, behaviour and welfare require improvement

Children are settled, behave well and form bonds with their peers and staff. They develop some self-care skills, such as cleaning their hands before eating. However, opportunities to develop children's independence skills are not fully promoted. For example, staff do not consider the size and weight of jugs used to help children self-serve during lunchtime. Older children talk about fruit that grows on trees at home. However, staff do not always make the best possible use of opportunities to extend their understanding of the world. For example, helping children to learn about how plants grow and where food comes from.

### Outcomes for children require improvement

Not all children make enough progress from when they first start. This includes children who have special educational needs and/or disabilities. Inconsistent teaching does not support them well enough to be highly successful learners. Having said that, children do acquire some of the skills they need for future learning and school. Children are confident in new social situations. Babies practise their physical skills, such as when climbing on equipment outdoors. Older children learn to manage their own risks. For example, they tidy away resources to help prevent accidents.

## Setting details

<b>Unique reference number</b>	EY338827
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1104524
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Denehurst Day Nursery Limited
<b>Registered person unique reference number</b>	RP526415
<b>Date of previous inspection</b>	28 August 2014
<b>Telephone number</b>	01514741133

Denehurst Day Nursery registered in 2006. The nursery employs 13 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4, eight hold level 3 and one holds level 6. 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.

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