

Harrison Day Nursery

297 Wallasey Village, Wallasey, Merseyside, CH45 3HA



Inspection date

7 September 2017

Previous inspection date

8 January 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The provider has not responded in an appropriate and timely way to child protection concerns, such as in the event of an allegation being made against persons working on the premises.
- Some staff do not always make the best use of the targeted, individualised planning established by the special educational needs coordinator, in order to help ensure all children make the best possible progress.

It has the following strengths

- High numbers of staff provide good levels of support for children. Some long-serving and consistent staff know children and their families very well. They use what they know to promote children's emotional well-being effectively.
- Staff are caring. They model and promote kind behaviour. In turn, children are well mannered and are learning to share and play cooperatively with friends.
- Children's independence is good. They are encouraged to try for themselves and they learn how to persist with tasks from an early stage.
- Children enjoy exploring and practising their physical skills outside. Staff make good use of the small yet vibrant area to provide children with opportunities to learn in different ways in the fresh air and sunlight, which is beneficial to their good health.
- The experienced management team continually monitors and reflects on the provision for children's learning and development and how teaching can be improved. The designated management team rigorously monitors teaching and learning and the progress children make so no child gets left behind.

What the setting needs to do to improve further

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

Due Date

- develop knowledge and understanding of safeguarding issues, in order to be able to respond in a timely and appropriate way to any child protection concerns, including in the event of an allegation being made against persons working on the premises. 05/10/2017

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

- support staff to make even better use of the precise planning for children who have special educational needs and /or disabilities to help them make more rapid gains in their learning and narrow the gap even more swiftly.

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 two joint observations with the early years foundation stage leader.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation, evidence of the suitability of staff, complaints records and information about staff training.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. There has been an instance where leaders did not identify an allegation made against a member of staff as a safeguarding concern. They did not follow the procedures of the nursery or their Local Safeguarding Children Board in response to the allegation. Furthermore, they did not notify the local authority designated officer in a timely manner. By not following procedures, children's safety has been compromised. Since this incident, leaders have worked closely with other professionals and they have taken steps to ensure all staff have a secure knowledge of safeguarding issues and procedures. The manager has increased her awareness of her role and that of other agencies in ensuring the right action is taken to reduce any potential risk to children. In other ways, the highly qualified leadership team is reflective and well motivated to make continual improvements to the nursery. They have a clear view of what can be improved further. Targeted monitoring of the quality of staff's practice helps them to support staff who need it most. Rigorous and systematic monitoring of individual children's progress helps them to swiftly identify children at risk of developmental delay.

Quality of teaching, learning and assessment is good

Recent changes to the organisation of the building have resulted in room moves for some children. Staff have worked hard to familiarise themselves with their key children and introduce themselves to parents. They have linked with previous key persons to ensure continuity in planning for children's learning needs. Staff routinely encourage parents to provide information, which helps them to assess children's starting points. They provide learning summary updates to keep them informed of children's development. The good numbers of staff are well deployed to play alongside children in order to support and extend their learning. For example, they demonstrate how to make pies in the outdoor mud kitchen and they model the sounds that the toy animals make. Staff promote communication and language well. They make good use of song and rhyme to engage younger children in opportunities to vocalise. They make effective use of questions, which encourages children to think and anticipate when reading stories.

Personal development, behaviour and welfare are inadequate

Weaknesses in the implementation of safeguarding procedures has a negative impact on children's safety. Despite this, staff are attentive and offer cuddles when children are unsettled. They talk with children about their family members, which helps them feel secure. Staff praise children and communicate expectations well. From an early stage children learn to take responsibility for tidying away, for taking turns and for using good manners. Older children learn to follow some of the routines they might experience when they start school; for example, how to line up in readiness to move rooms. Good quality, developmentally appropriate resources support all children's care and learning. The recently enhanced outside area provides opportunities for children to be physically active and to investigate. Good use is made of local links, such as the nearby church, to help broaden children's awareness of the community they live in.

Outcomes for children are good

Clearly planned targets for individuals and groups of children help to ensure that children leave the nursery with the key skills they need to prepare them for their future learning in school. They enjoy the broad range of learning opportunities on offer. They listen to stories with interest, make strong friendships and do things for themselves. Children with speech and language delay are precisely assessed and good links made with other agencies to secure early interventions. Children who have special educational needs and/or disabilities are carefully monitored. All children make good progress in relation to their starting points.

Setting details

Unique reference number	306398
Local authority	Wirral
Inspection number	1112748
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 5
Total number of places	87
Number of children on roll	140
Name of registered person	Harrison Day Nursery Limited
Registered person unique reference number	RP910266
Date of previous inspection	8 January 2014
Telephone number	0151 512 1046

Harrison Day Nursery registered in 2000. It is one of two nurseries linked to the same provider. The nursery employs 31 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 and above, including five who are qualified at degree level or who hold early years teacher status. The nursery opens from Monday to Friday, all year round, except for Christmas and bank holidays. Sessions operate between 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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