

Fox House Day Nursery

57 Foxhouse Lane, Maghull, Liverpool, Merseyside, L31 3EW



Inspection date	27 November 2017
Previous inspection date	9 December 2014

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

- Staff share the manager's vision for the nursery. They are deeply committed to providing children and their families with high-quality early years experiences. Staff seek the views of parents and children when evaluating the quality of the service they offer.
- Staff accurately assess the progress children make. They quickly identify any gaps in children's learning and implement plans to help ensure that all children receive the support they need to make good progress.
- Staff provide a warm, welcoming environment. They follow children's developing interests and are knowledgeable about their care needs. Staff respond to children immediately, helping them to feel emotionally secure and valued.
- Parents speak very highly of the caring staff team. They are extremely well informed of their child's progress and share detailed information on what their child can do at home. Staff provide parents with a wealth of valuable ideas and activities they can try at home to help support their child's learning even further.
- Children of all ages delight in the wide range of activities provided in the vibrant and exciting garden area.

It is not yet outstanding because:

- There are times when some staff do not model the correct vocabulary when talking to younger children and helping them to name objects.
- Occasionally, staff do not make the most of opportunities to encourage older children to predict what they think will happen and solve their own simple problems as they play.

What the setting needs to do to improve further

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

- support staff to consistently develop and extend younger children's language skills and model the correct pronunciation of words as they talk to children
- make the most of opportunities for older children to predict what they think will happen and solve simple problems as they arise.

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 carried out joint observations of an activity and the lunchtime routine with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

Managers share their good understanding of child development with staff and have developed effective partnerships with other professionals to help ensure that the needs of all children are met. Managers observe staff as they work with children and meet with them to discuss aspects of their role. This helps them to carefully identify and plan future training opportunities for all staff. For example, training in safe sleep practices has been used to support staff in conducting thorough checks on sleeping children. The arrangements for safeguarding are effective. Staff are aware of their responsibility to safeguard children and have a robust knowledge of the signs that would give them cause for concern about a child's welfare. They know how to report any concerns to the relevant authorities. Daily checks of the environment are made to ensure the nursery remains a safe place for children.

Quality of teaching, learning and assessment is good

Staff observe children and assess what they can do. They use this information effectively to plan what children need to learn next. Staff play alongside children, talking to them about what they are doing. Children of all ages are supported to count and recognise numbers as they play. Babies enthusiastically join in number rhymes while older children count the pieces of fruit they choose at snack time and decide who has more and less than themselves. Children enjoy being creative. For example, babies copy staff as they gather flour and gently blow it from their hands, pretending that it is snow. Older children use a variety of exciting materials to mix their own magic potions.

Personal development, behaviour and welfare are good

The key-person system is effective. Children form strong bonds with staff, which helps to develop their sense of belonging. Staff are good role models who consistently support children to manage their behaviour. They praise children for their good behaviour and gently remind them when some behaviours are not appropriate. Staff encourage children to be as independent as possible. For example, children are encouraged to put on their own weatherproof suits, hats and gloves and help each other before going outside to play. Children are taught the importance of good hygiene practices. They understand why it is important for them to wash their hands before they enjoy the wide range of healthy meals and snacks available.

Outcomes for children are good

Children are independent, confident and enthusiastic learners. They make their own choices about what they would like to play with and independently choose from the wide range of resources available. They play well together, negotiating, sharing and taking turns. Children make good progress from the time they start at nursery. Babies and toddlers enthusiastically explore their surroundings, while older children learn how to hold a pencil and paintbrush to make marks. Children learn a range of valuable skills that helps to prepare them for the next stage in their learning and eventual move to school.

Setting details

Unique reference number	310420
Local authority	Sefton
Inspection number	1103587
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 3
Total number of places	15
Number of children on roll	36
Name of registered person	Margaret Brown, James Brown and Anna Brown Partnership
Registered person unique reference number	RP524956
Date of previous inspection	9 December 2014
Telephone number	0151 531 7113

Fox House Day Nursery registered in 1996. The nursery employs eight members of childcare staff. Of these, one holds early years professional status, six hold appropriate early years qualifications at level 3 and one holds level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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