

# Sefton Park Day Nursery

2 Bagot Street, Wavertree, Liverpool, Merseyside, L15 0HT



<b>Inspection date</b>	19 January 2018
Previous inspection date	23 October 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		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Systems for the supervision of staff and staff performance are not good enough, as a result, the quality of teaching is inconsistent.
- Staff do not always make use of opportunities to extend children's learning and provide a sufficient level of challenge. Children do not make good enough progress.
- Staff do not always give children enough time to think about and respond to the questions they are asked.

### It has the following strengths

- Managers are passionate about improvement and are dedicated to providing a quality provision.
- The partnership with parents is strong. Parents feel involved in their children's learning and are confident that their children are safe.
- The key-person system is strong. Children form close bonds with staff and regularly socialise with children from other rooms. As a result, transitions are smooth and children are prepared for the next stage in their learning.

## What the setting needs to do to improve further

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

- develop systems to monitor staff performance and improve the quality of teaching
- ensure that activities provided and discussions with children offer an appropriate level of challenge
- give children time to think about and respond to questions they are asked.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector held a leadership and management meeting with the provider and deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to some parents and took account of their view.
- The inspector spoke to staff and children at appropriate times during the inspection.

### Inspector

Kayte Farrell

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Arrangements for safeguarding are effective. Staff are confident with the procedures to follow if they have concerns about the welfare of a child or the behaviour of a staff member. Recruitment procedures are robust. Managers ensure that staff are thoroughly vetted and suitably qualified. Managers have worked hard to implement peer on peer observations to help staff share good practice. However, not all staff have the skills to ensure that the feedback given is sharply focused on raising the quality of teaching. As a result, teaching strategies are inconsistent. Generally, the setting is evaluated accurately by managers and targets for improvement are swiftly addressed.

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

The quality of teaching is variable. Some staff make good use of questioning and role modelling to support children's learning. Older children's mathematical development is promoted well. For example, they use scales and different-sized counting bears to predict which will be heavier. They talk about difference in quantity and extend their problem-solving skills. Furthermore, children learn to count when giving out cutlery to their friends. Staff teach children about initial sounds and support them to begin forming letters from their name. Observation, planning and assessment processes are regularly reviewed to ensure they are meeting the needs of the children. However, some activities do not offer children an appropriate level of challenge. Furthermore, children are not always given enough time to respond to questions they are asked.

### **Personal development, behaviour and welfare are good**

Children are well behaved and polite. They follow the daily routine confidently and are aware of rules and boundaries in the setting. They demonstrate self-control and patience during activities that require them to wait and share. During circle time children learn about the importance of eating healthy foods and the impact this has on their dental hygiene. Children are encouraged to do things for themselves. For example, older children tidy up with confidence and help staff to carry out jobs, such as preparing wash cloths and counting the children in and out of the building. Partnership with parents is effective. Parents feel involved in their children's learning and have the opportunity to contribute during regular meetings and written observations.

### **Outcomes for children require improvement**

Overall, children make steady progress in their learning. Managers monitor children's progress and any gaps in attainment are addressed. The environment is stimulating and well resourced. Children are happy and engaged in activities of their choosing. Children's social skills are promoted as they make friends and play alongside one another.

## Setting details

<b>Unique reference number</b>	322390
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1103749
<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>	51
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Patricia Ann Cassidy
<b>Registered person unique reference number</b>	RP512246
<b>Date of previous inspection</b>	23 October 2014
<b>Telephone number</b>	0151 735 0358

Sefton Park Day Nursery registered in 1996. It is based in a self-contained, single-storey building. The nursery employs eight members of staff who work directly with the children. Of these, six hold appropriate early years qualifications at level 3, one at level 2 and one at level 6 with early years teacher status. The nursery operates Monday to Friday from 8am to 5.30pm, 51 weeks of the year. It is closed for a week at Christmas and on bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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