

Report for Childcare on Domestic Premises

Inspection date

24 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 family run nursery has a welcoming and friendly feel. Staff are warm, kind and enjoy spending time with children. Children show that they feel emotionally secure, confident and are eager to arrive ready to play and learn.
- Partnerships with parents are good. Staff keep parents regularly updated and share information about children's progress and development. Parents comment on how this helps them to continue their child's learning at home.
- Children have plenty of opportunities to develop their understanding of the wider world. For example, they look for different birds in the garden and record how many types they have seen. This helps children to learn about nature and to build on their good observation and counting skills.
- Staff provide ways that successfully help to support children in learning how to be caring and thoughtful. For instance, they celebrate every time a child shows an act of kindness by displaying this information on the nursery's 'kindness tree'.
- Managers and staff successfully assess and monitor the progress of all children to identify and address any gaps in their learning. Children make good progress.

It is not yet outstanding because:

- Arrangements for professional development of staff are not sharply focused enough on improving teaching to an outstanding level.
- Staff in the Baby Bears room do not encourage younger children enough to develop their early speaking skills further.

What the setting needs to do to improve further

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

- build further on the current programme for professional development and raise the good quality of staff's teaching to even higher levels
- provide even more opportunities for younger children to practise and to develop their early speaking skills further.

Inspection activities

- The inspector took a tour of the nursery with the 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, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the manager.
- 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 is good

Safeguarding is effective. Managers and staff have a good understanding of their responsibilities to protect children in their care. They know the procedures to follow if they have any concerns about a child's welfare. Children's ongoing safety is protected well. Managers have clear procedures in place in the event of any allegation being made against themselves or a member of staff. Through child protection training and regular meetings, they ensure that all staff have a detailed knowledge about safeguarding procedures and what constitutes a concern. Managers have thorough recruitment, induction and vetting procedures of staff in place. They deploy staff effectively and the required ratios are constantly maintained. Managers and staff accurately identify priorities for improvement. Overall, managers monitor staff practice well and ensure that they provide feedback that helps staff to continually improve their practice.

Quality of teaching, learning and assessment is good

Staff are well qualified and experienced. They follow children's individual interests closely and provide activities and experiences that motivate children to learn. For example, babies delight in exploring natural resources. They investigate the sensory experience of dry sand running through their fingers. Staff extend learning further, such as when they add water to the sand. Babies discover how the consistency changes and that they can make sandcastles. Older children enjoy investigating outside. They show interest as they experiment with water and transport it to different areas. Children explore what happens when they add water to mud. Staff encourage them to solve problems and share their ideas. For example, children discuss with each other how they will pour the 'gravy' that they have made into another container. They show good imagination skills and creativity.

Personal development, behaviour and welfare are good

Children settle well and form strong bonds with staff. They behave well and use good manners. Staff carry out daily risk assessments to help to keep children safe. They supervise children well and support them to take acceptable risks. For instance, younger children join in with physical exercise activities, moving their bodies carefully. Staff who are trained in first aid know how to carry out minor first-aid treatment. They accurately record accidents and emergency care given, sharing details with parents as required.

Outcomes for children are good

All children, including funded children, develop skills that prepare them well for their future learning and school. They show good levels of independence. For example, younger children drink from open cups. Older children serve themselves at lunchtime. Younger children skilfully draw pictures of themselves smiling. They talk with confidence about what makes them feel happy. Older children have good imagination skills. For instance, they pretend to make birthday cakes and share these with their friends. Children enjoy engaging in group activities. Overall, they listen attentively to stories, join in with singing songs and copy actions. All children show good attitudes to learning.

Setting details

Unique reference number	EY479806
Local authority	Sefton
Inspection number	1034768
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	58
Number of children on roll	68
Name of registered person	
Registered person unique reference number	RP511255
Date of previous inspection	Not applicable
Telephone number	

Formby Day Nursery Ltd registered in 2015. It was founded in 1974 and registered in 2015 to change to a limited company. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 5. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. 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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