

Wadacre Farm Private Day Nursery



Wadacre Farm Private Day Nursery, Chapel Lane, Melling, Liverpool, L31 1ED

Inspection date	25 May 2018
Previous inspection date	30 August 2013

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

- The manager is an enthusiastic leader. She reflects well on the quality of practice and proactively seeks the views of others when making any changes that benefit children.
- Staff use information from recent training in letters and sounds well. For example, they take children on visits to the on-site farm. Staff teach children how to listen carefully to sounds in the environment. Children learn how to pronounce sounds that letters represent and how these correspond with written letters they find in words. This helps to promote children's literacy skills effectively.
- Staff promote children's understanding of leading a healthy lifestyle well. For example, they consistently talk to children about what foods are healthy. Staff explain that by eating plenty of fresh fruit and vegetables children will build and develop big muscles.
- Staff encourage children to prepare their bodies for outdoor play. For instance, children wiggle and stretch to music prior to play outside. This helps to promote children's physical health and well-being effectively. All children make good progress.
- Children behave very well. They are confident, inquisitive and very friendly. They form strong attachments to staff and show that they are happy and settled.

It is not yet outstanding because:

- The new system in place that the manager uses to coach and supervise staff's performance is still in its infancy and is not deeply embedded in practice.
- The manager has not fully considered ways to build more effective relationships between staff, parents and children, particularly when new staff start.

What the setting needs to do to improve further

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

- embed the new system for the coaching and supervision of staff's performance and help to raise the quality of teaching to the highest level
- build more effective relationships between staff, parents and children, particularly when new staff start and provide further continuity in children's care and learning.

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 an evaluation of an activity 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. The manager understands the processes to follow should there be an allegation or complaint made. The manager and staff are confident about the procedures to follow should they have any concerns about children's welfare. They support children's health and welfare effectively. For example, staff follow strict procedures for recording children's accidents. They check that all areas of the premises are safe and free from potential hazards, both indoors and outside. Staff deploy themselves effectively and supervise children well. This helps to ensure that children can play and learn in safety. Staff complete accurate assessments of children's learning and the manager monitors the good progress that all children make well. Additional funding is used effectively. Early gaps in children's learning are identified and addressed swiftly.

Quality of teaching, learning and assessment is good

Well-qualified staff consistently engage children in discussion and show an interest in what they have to say. They ask skilful questions and give children time to think and respond with an answer. This helps to support children's speaking and thinking skills effectively. Staff are good role models. For instance, they sit with children at mealtimes and promote good levels of social interaction. Staff remind children to be polite and wait their turn in conversations. This helps children to learn to respect and value the views and opinions of others and to develop good social skills. Parents are happy with the care and education provided. For example, they state, 'Everything is fantastic'.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time spent in the nursery and engage very well in the exciting activities provided. For instance, they join in with running races in the garden. Children state, 'I'm going to be really fast'. They show great pride in their abilities and skills. Staff display photographs around the nursery of children participating in interesting activities, such as visits to the local park. Children talk about and share their experiences with great enthusiasm. This helps to promote their good communication skills and to develop a strong sense of belonging. Nappy changing procedures are effective and meet the needs of younger children. Older children develop good self-care skills. For instance, they use the toilet independently and wash their hands afterwards.

Outcomes for children are good

All children make good progress from the outset. This includes funded children and children who have special educational needs and/or disabilities. Children are enthusiastic learners who regularly laugh and giggle as they play. Older children demonstrate good mathematical skills. For example, they represent numbers using their fingers. They join in with actions to number songs and hold up the correct number of fingers successfully. Younger children engage in sensory play, such as when they bang on metal trays with spoons in the garden. They discover which sounds are the loudest and the quietest. Children are prepared well for future learning and school when the time comes.

Setting details

Unique reference number	EY330797
Local authority	Sefton
Inspection number	1064844
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	94
Number of children on roll	22
Name of registered person	Wadacre Ltd
Registered person unique reference number	RP526112
Date of previous inspection	30 August 2013
Telephone number	0151 5472293

Wadacre Farm Private Day Nursery registered in 2006 and is situated on the same site as a small farm. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. 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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