

# Eastfield Day Nursery

105 Aigburth Road, Aigburth, Liverpool, Merseyside L17 4JU



<b>Inspection date</b>	1 August 2018
Previous inspection date	19 February 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision is good

- Leaders have made significant improvements since the last inspection. They demonstrate determination and commitment to continued improvement.
- Staff complete regular observations and assessments of children's learning. They use this information successfully to plan challenging activities and experiences that fully engage children in learning.
- Children form strong bonds with staff who create a real family feeling in the nursery. Staff are highly qualified, long serving and consistent. This helps to create stability for children and their families. Many parents return with younger siblings.
- Leaders and staff have good systems in place to track and monitor children's progress. They liaise regularly with other agencies and professionals to ensure that children are supported effectively. All children make good progress.
- Children are confident talkers. Staff use effective teaching strategies and engaging activities to help to promote children's communication skills. For example, they encourage children to join in with discussions about items brought in from home. Staff consistently model clear language and use effective questioning methods. They give children plenty of time to think and respond with an answer.

### It is not yet outstanding because:

- The new system in place that leaders use to supervise and monitor their staff's performance is still in its infancy and is not deeply embedded in practice.
- Staff are not highly effective at encouraging all parents to contribute information about children's current interests to enhance their learning further in the nursery.

## 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 supervision and monitoring of staff's performance and help to raise the quality of teaching to even higher levels
- obtain more information from all parents about children's current interests at home to enhance their learning in the nursery further.

### Inspection activities

- The inspector spoke with staff and children during the inspection.
- The inspector 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 leadership team. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector conducted 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 leadership and management is good

Safeguarding is effective. Since the last inspection, leaders and staff have accessed safeguarding training. All staff are trained in child protection and have a robust understanding of safeguarding procedures. They know how to keep children safe from harm and report any concerns about children quickly. This includes for those who may be at risk of extreme views or behaviours. Leaders actively consider the views of parents, children and staff when making any changes to the nursery. For instance, staff involve children in obtaining recycled resources to help to enhance the outdoor area. Children enjoy open-ended play, such as rolling and stacking car tyres. Staff encourage them to be curious investigators. Children have fun as they shout into the empty space inside the tyres and hear the echo of their voices.

### Quality of teaching, learning and assessment is good

Staff provide stimulating experiences and engage children well in learning. For example, younger children show good levels of interest in regular music sessions and enjoy joining in with action songs. They learn how to use instruments, such as to pluck strings on a ukulele and tap out a beat on tambourines. Older children enjoy completing the 'challenge of the week'. They estimate how many beads that they think they might thread onto a pipe cleaner and test out their ideas. Older children exclaim, 'I can fit 100'. They count the beads confidently and demonstrate good mathematical skills. Babies take pleasure in looking at 'friendship books' with staff. They point to photographs of their peers and pronounce their names. This helps babies to develop a strong sense of belonging. It also helps to encourage babies to practise their early speaking skills. Teaching is consistently strong. All children are motivated to learn.

### Personal development, behaviour and welfare are good

The nursery is bright, warm and welcoming. Children choose independently from the stimulating and well-resourced environment. They learn about the importance of following good health and hygiene practices. For instance, staff encourage children to wash their hands before eating and after toileting. Staff provide healthy meals that children enjoy and that meet their specific dietary requirements. Children help to serve meals and staff encourage them to try different tastes. Children enjoy daily opportunities to be physically active outside. They behave well and show good levels of cooperation as they play together. Children learn about growth and decay. For instance, they plant seeds and observe how vegetables and flowers develop.

### Outcomes for children are good

All children, including those who are funded make good progress from when they first start. Older children begin to coordinate movements in their hands and fingers in readiness for writing. For example, they use simple tools, such as tweezers and tongs to pick up and count different sized pompoms. This also helps them to build on their good mathematical skills effectively. Younger children recognise letters from their name and demonstrate good literacy skills. Babies enjoy participating in action songs. They move their bodies to the music and practise sounding out early words. All children are prepared well for future learning and school.

## Setting details

<b>Unique reference number</b>	322414
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10056972
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Kinsella, Eileen Marie
<b>Registered person unique reference number</b>	RP512833
<b>Date of previous inspection</b>	19 February 2018
<b>Telephone number</b>	0151 727 4223

Eastfield Day Nursery registered in 2000. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, or above. The manager holds early years professional status. The nursery opens from Monday to Friday, for 51 weeks per year, excluding bank holidays. 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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