

# Deysbrook Day Nursery

Deysbrook Community Centre, 2 Deysbrook Way, Liverpool L12 4XF



<b>Inspection date</b>	21 February 2019
Previous inspection date	1 June 2016

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

### This provision is good

- Working in partnership with other agencies, such as the local authority and the health visiting team, is a key quality of the nursery. This helps to support the most vulnerable children. Staff are proactive in seeking out the appropriate support required for children and families.
- Strong links with local schools helps to ensure that children are effectively supported with their eventual transition to school.
- The long standing and highly skilled staff team provide an environment which is stimulating and welcoming. Staff use praise and encouragement in abundance, helping children to become confident and enthusiastic learners.
- Parents praise the nursery and discuss how the individual needs of their children are effectively met. They talk about their children blossoming into confident communicators since attending the nursery.
- A robust recruitment and induction process is in place. Following recruitment, regular supervision of staff enables them to feel supported in maintaining high levels of care and education for children.
- The environment is well resourced both indoors and outdoors. This helps to encourage the exploration and active learning skills of children.
- All children make good progress in their development. Babies learn how their movements can make marks as they roll the toy cars in paint. Older children discuss letter sounds and begin to write the letters in their names. These experiences support literacy skills.
- Staff do not consistently help children to develop an understanding of a healthy diet and how this contributes to a healthy lifestyle.
- The daily routine does not make full use of the learning opportunities in the outdoor environment. This particularly impacts on children who learn better outdoors.

## What the setting needs to do to improve further

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

- maximise the learning and development opportunities in the outdoor environment to further support children, particularly those who learn better outdoors
- help children to gain a deeper understanding of a healthy diet and how this contributes to keeping healthy.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the deputy manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to parents and carers and took account of their views.

### Inspector

Aisling Culshaw

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. A robust safeguarding system is in place and staff demonstrate a clear understanding of how to keep children safe. Staff discuss the need to be aware of children and families who may be vulnerable to extreme views or ideas. The management team are ambitious and hard working. They set a standard of high expectations for staff and children. Ongoing evaluation of the setting ensures that areas for development are quickly addressed. Opportunities to develop staff knowledge and practice is a key priority of the setting. This continuous professional development, alongside strong links with other professionals, helps children's needs to be effectively met.

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

Staff have positive and respectful relationships with children. Good use of observation helps staff to plan well for children. Interventions are swiftly put in place for children that require extra support. This enables children to make positive next steps in their learning and development. Staff listen to the requests of children and adapt play experiences to suit their interests. For example, babies use their senses to explore the shaving foam and make creations with dough. Staff model play and praise babies as they have a go. This encouraging approach helps to instil a can-do attitude. Younger children experiment with colours as they mix paints together. Staff use questioning to promote children's curiosity. Children are given time to respond and to talk about their findings. Staff help children to be environmentally friendly by raising awareness of recycling. They visit the local recycling plant and learn about how waste can be turned into energy.

### Personal development, behaviour and welfare are good

Staff gather detailed information from parents on what children can do when they first attend. This information is used to help children to settle quickly. The consistent key-person system helps children to feel safe and secure. Babies and younger children regularly check in with staff for emotional reassurance. An effective behaviour strategy provides children with clear boundaries. Children are encouraged to think about their actions and the choices they make. This helps children to feel respected and valued. Children learn about diversity and explore their own and other cultures through the use of books, resources and outings. Staff and children visit Chinatown to celebrate Chinese New Year. The views of children are included in the decision making of the nursery. They use a voting system to express their likes and dislikes. Children are provided with healthy options at mealtimes and have continuous access to fresh drinking water.

### Outcomes for children are good

Children progress well and are eager to learn. They explore books and begin to understand that print carries meaning. Babies make links between music and movement as they dance and sing to nursery rhymes. Older children learn about their community as they prepare a shopping list for a visit to the fruit van. They count out pieces of fruit and explore the value of money as they pay the shopkeeper. Children beam with pride as they make their purchases and bring them back to nursery. Children receive a strong foundation for learning that will support their readiness for school and beyond.

## Setting details

<b>Unique reference number</b>	EY487947
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10064750
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Deysbrook Day Nursery Partnership
<b>Registered person unique reference number</b>	RP902767
<b>Date of previous inspection</b>	1 June 2016
<b>Telephone number</b>	0151 254 1227

Deysbrook Day Nursery registered in 2015. The nursery opens from 8am until 6pm, Monday to Friday, for 51 weeks of the year. The nursery employs seven members of childcare staff. The nursery provides funded early education for two-, three- and four-year-old children.

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