

Garston Day Nursery

Garston Childrens Centre, 70 Banks Road, LIVERPOOL L19 8JZ



Inspection date	4 March 2019
Previous inspection date	2 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leaders are highly ambitious. They manage a passionate staff team that aspires to help children achieve the best possible outcomes. Leaders have devised targeted action plans, based on parental feedback and children's progress, to enhance the overall quality of the setting.
- Staff work hard to include parents in all aspects of nursery life. They share information with parents in different ways, using electronic software, daily discussions and play sessions. Staff encourage parents to take home resources to extend children's learning outside of the nursery.
- Staff provide excellent support for children with special educational needs and/or disabilities (SEND). The special educational needs coordinator works in highly effective partnerships with parents, staff and other professionals. Children with SEND make good rates of progress from their individual starting points.
- Children confidently lead their own play. Staff have given careful consideration to the organisation of each room and the outdoor area. They provide a broad range of interesting and high-quality resources that can be used for different purposes. They encourage children to be creative and follow their own interests.
- Staff have high expectations, overall, of what children can achieve. They are aware of what individual children are interested in and regularly consult with parents to develop their planning of activities, to help extend children's learning.
- Children enjoy attending this welcoming, inclusive nursery. Staff respect children as individuals and give them opportunities to make choices and decisions. Babies' and non-verbal children's behaviour and interests are observed closely to involve them in this process.
- Leaders' arrangements for coaching staff have not focused sharply enough on individual staff to promote the highest possible quality in all aspects of their practice.

What the setting needs to do to improve further

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

- focus sharply the coaching and support for individual staff to enhance the overall quality of practice to a consistently outstanding level.

Inspection activities

- The inspector had a tour of the areas of the premises used for childcare purposes.
- The inspector spoke with staff and children at appropriate times. She reviewed and discussed relevant documentation, including children's records, policies and evidence of staff's suitability and qualifications.
- The inspector reviewed written feedback from parents and other professionals.
- The inspector observed activities in all areas of the nursery. She conducted several joint observations with the nursery manager.
- The inspector met with the leadership team to discuss safeguarding, its self-evaluation and arrangements for professional development.

Inspector

Lauren Parsons

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff receive regular training, questionnaires and information to underpin their knowledge of safeguarding and wider child protection issues. They know how to raise concerns about children's welfare. Leaders rigorously review their practice in this regard to ensure that children are protected from harm. Staff use risk assessment procedures effectively to minimise potential hazards. Leaders meticulously monitor the progress of different groups of children. They quickly identify gaps in children's learning and use innovative strategies to help children catch up with their peers. Children with SEND benefit from well-planned, focused interventions. Leaders seek out opportunities to implement new strategies and approaches, in order to further improve outcomes for children. Recently, for example, staff have begun to undertake a project to further enhance the provision to support children's physical health.

Quality of teaching, learning and assessment is good

Staff understand how children learn and they provide activities that extend children's interests. Staff working with babies, for example, observe babies playing with balls and extend this play in the outdoor area. Staff working with toddlers are exceptionally skilled at maintaining children's attention, as they use lift-the-flap books to tell an interactive story. Older children have independent access to a wide variety of activities. They pretend to make cakes and discuss their dinner menu with staff in the rice play. Pre-school children help to plant seeds. They mix soil with water to create compost and add this carefully to pots using trowels. Staff talk about where the seeds came from and what they might grow into. Children who require additional support engage in focused adult-led activities to support the development of their listening and attention. Children delight in spraying a water bottle to represent 'rain' as they make a spider slide down a drainpipe.

Personal development, behaviour and welfare are good

Staff have formed secure relationships with children, who eagerly seek out their key-person for play or support. They get to know children and their families very well. Children's understanding of good behaviour is well supported. Staff working with younger children, for example, model turn taking and praise children for being patient. Older children are encouraged to make their feelings known in order to resolve disagreements. Children's home languages and cultures are embraced by staff. They help children to learn about diversity through activities and experiences. For example, parents are invited into the nursery to read stories in their home languages.

Outcomes for children are good

All children make good rates of progress from their individual starting points. Staff make good use of interventions to begin to close gaps in children's learning. Children are well prepared for their next stages of learning and the move to school. Older children confidently count objects and freely use mathematical language to describe things, such as a 'heavy' jug of water. Staff consistently encourage children to be independent. Children count out how many bowls they will need at lunchtime and pass a tub of fruit around the table to their friends.

Setting details

Unique reference number	EY477078
Local authority	Liverpool
Inspection number	10064744
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 7
Total number of places	64
Number of children on roll	108
Name of registered person	Garston Day Nursery Ltd
Registered person unique reference number	RP910240
Date of previous inspection	2 March 2016
Telephone number	01514275158

Garston Day Nursery registered in 2014 and is located in Liverpool. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens on Monday to Friday from 7.30am until 6pm for 51 weeks per year, excluding bank holidays. It provides funded early education for two-, three- and four-year-old children. The nursery also provides care for children with SEND, as well as children who speak English as an additional language.

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