

Gayton Nursery

10 Brimstige Road, Heswall, WIRRAL, Merseyside CH60 1XG



Inspection date	20 June 2019
Previous inspection date	6 January 2017

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

- The passionate management team shares their vision and aspirations for the nursery with staff. Together, they consider the views of parents and children when planning future changes to the nursery. Detailed and precise targets for future improvements are identified and closely monitored.
- Staff observe and accurately assess children's progress. They use this information to identify any emerging gaps in children's learning and development. Staff take swift action to ensure that children receive the support they need to make good progress.
- Staff know the children well. They gather information about children's changing interests and use this to plan a variety of activities that children find enjoyable. For example, a child's fascination with cars is used effectively to develop his counting skills as he counts the wheels on a toy car and talks about the recent journeys he has made.
- Children develop close relationships with the nurturing staff. Staff are always on hand to provide gentle reassurance and praise when it is required. For example, staff encourage babies to try new foods at mealtimes. They delight in celebrating with children when they try something new. This helps to develop children's confidence and self-esteem.
- Parents speak very highly of the care their child receives. Staff regularly provide parents with information on their child's care and learning. They share information and provide ideas about how parents can further support their child's learning at home.
- Occasionally, staff overlook opportunities to challenge children and extend their learning as they play, so that children make the best possible progress.
- Staff do not fully maximise the use of the recently developed outdoor area and offer a broad range of learning opportunities to support those children who prefer to learn outside.

What the setting needs to do to improve further

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

- strengthen the quality of teaching further and make the most of opportunities to consistently challenge and extend children's learning to help them to make even greater progress
- extend opportunities for children who prefer to learn outdoors to experience a full range of rich learning opportunities in their preferred learning environment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the nursery manager.
- The inspector held a meeting with the provider, area manager and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of leadership and management is good

Managers provide staff with a range of supervision and professional development opportunities. They observe staff as they work with children and meet with them to discuss aspects of their role. Managers carefully target future training to help to ensure that staff continually develop their skills and remain up to date. For example, recent training in developing the communication skills of babies is used effectively by staff to develop the speaking skills of the youngest children. The arrangements for safeguarding are effective. Staff can identify the possible issues which may affect a child's welfare and know how to refer any concerns they may have to ensure that children are protected from harm. Staff undertake daily risk assessment checks to ensure that the environment remains a safe place for children. Furthermore, they support children to recognise and manage their own risks as they play. For example, staff remind toddlers how to use the outdoor play equipment safely.

Quality of teaching, learning and assessment is good

Staff support children's developing social, communication and physical skills well. They play alongside children and talk to them about what they see them doing. For example, staff talk about the features of a spider that children find in the garden. Younger children delight in exploring their environment. They confidently make choices about what they would like to play with. Older children learn to identify the sounds that letters make and practise writing their name. All children enjoy sharing books and stories. Younger children point to the pictures as staff read, while older children predict what they think will happen next.

Personal development, behaviour and welfare are good

Staff encourage children to develop their independence. For example, children help to serve their own meals at lunchtime and pour their own drinks whenever they are thirsty. Staff are good role models who support children to develop their friendships effectively. They consistently manage children's behaviour and support them to understand when some behaviours are not appropriate. All children behave well. Staff provide a range of healthy meals and snacks. They talk to children about where their food comes from and the importance of a healthy diet. Children develop their physical skills in the extensive garden areas. Staff use a variety of strategies to help children to recognise and value the similarities and differences between themselves and others. For example, parents and visitors share aspects of their own cultures and traditions with the children.

Outcomes for children are good

Children are confident and enthusiastic learners. They are eager to find out how things work and welcome new activities and experiences. All children make good progress from the time they start at nursery. They learn to count and recognise numbers. Older children use a range of mathematical words as they play. For example, they use words such as 'taller' and 'shorter' when comparing the heights of two towers. Children develop a range of important skills that help to prepare them for the next stage in their learning and eventual move to school.

Setting details

Unique reference number	EY378710
Local authority	Wirral
Inspection number	10112522
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 - 4
Total number of places	84
Number of children on roll	86
Name of registered person	Busy Nought to Fives Limited
Registered person unique reference number	RP906936
Date of previous inspection	6 January 2017
Telephone number	0151 342 6385

Gayton Nursery registered in 2008 and is located in Heswall, Wirral. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above, including one with qualified teacher status and two with level 6. 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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