

Briar Cottage Nursery

31 Park Road North, Newton-le-Willows, Merseyside WA12 9TF



Inspection date

16 July 2019

Previous inspection date

25 November 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The manager does not ensure that all staff complete robust risk assessments and stringent daily checks. Some staff do not fully identify and eliminate all potential hazards so that children can explore the environment in safety.
- The manager does not fully consider how staff manage changes to babies' daily routines. As a result, some babies become upset and struggle to settle quickly.
- The manager does not use rigorous self-evaluation procedures to help her to identify weaknesses in practice that need to be addressed swiftly.

It has the following strengths

- Staff complete regular assessments of children's learning. They use this information well to provide activities that children enjoy. For example, younger children squeal with excitement as they engage in a parachute game. They join in with singing the chorus of a song, moving their bodies forwards and backwards as they pretend to be pirates. They demonstrate good speaking skills.
- All children make good progress from the outset. This includes children who receive additional funding and those who speak English as an additional language. Children are well prepared for future learning and school.
- The manager and staff form effective partnerships with parents and carers, who make positive comments. For example, parents and carers state that they are kept well informed about the good progress their child makes. Staff share ideas, such as how to follow the setting's behaviour strategies at home. This helps to promote continuity in children's experiences.
- The manager provides opportunities for staff to enhance their personal development. For example, she supports them to complete further childcare qualifications. This helps staff to continually develop their skills and knowledge.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
improve the procedures for completing risk assessments to help to ensure that all staff identify and take prompt action to eliminate potential hazards, so that children can explore the environment in safety	16/08/2019
ensure that staff manage changes to babies' daily routines more effectively and fully support their emotional well-being so that they settle quickly.	16/08/2019

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

- improve self-evaluation procedures to help to identify weaknesses in practice so that these are addressed swiftly.

Inspection activities

- The inspector took a tour of the nursery with the deputy 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 management team. She discussed self-evaluation processes and 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 deputy manager.
- The inspector spoke to some parents during the inspection and took account of their views. She also took into account written feedback provided by a parents.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management requires improvement

The manager does not evaluate the provision rigorously to ensure that she swiftly identifies and addresses weaknesses. Although staff complete daily risk assessments, the manager does not ensure that all staff eliminate potential risks to children's safety. Some staff do not consistently check that hazardous substances are quickly removed and inaccessible to children before they arrive. That said, the manager has addressed this concern and has taken appropriate steps to ensure that incidents of this type do not happen again. Safeguarding is effective. Staff are suitable to fulfil their roles. They maintain the required adult-to-child ratios, deploy themselves well and closely supervise children. The manager ensures that required documents are in place, including details relating to any accidents, incidents and medication. She has a process to handle any complaints effectively and knows what must be notified to Ofsted. Staff have a suitable understanding of the child protection procedures, including for whistleblowing. They know what steps to take should there be an allegation against a member of staff. Staff are aware of the procedures to follow if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

The highly qualified manager and her well-qualified staff team monitor children's progress carefully. They work closely with other professionals and outside agencies so that children who require additional help receive the support they need. Additional funding is used successfully to help to enhance the experiences that individual children receive. For example, older children use new resources, such as puppets, during reading sessions. They learn how sounds can be used to form letters and words. This helps them to build on their good literacy skills in preparation for future learning and school.

Personal development, behaviour and welfare require improvement

At times, staff do not prepare babies well enough for changes to their daily routines. For example, staff move babies from their base room temporarily, so that older children can use the room to participate in a graduation ceremony. Some babies are not as familiar with the different environment. Consequently, they become upset and do not settle as quickly as they usually do. Despite this, children's personal care needs are consistently met. For example, staff frequently check children's nappies and complete regular changes. Children behave well. Staff use information from training to help them to manage children's behaviour more successfully. For instance, older children are now included in implementing a rules board. Staff encourage them to talk about what rules are important, such as using kind hands and walking feet.

Outcomes for children are good

Overall, children are happy and they develop close bonds with staff. They are keen to learn. Younger children count as they play and older children complete simple sums with confidence. Babies enjoy listening to stories and point to pictures on the pages. They practise their good speaking skills and sound out new words, such as 'soft'. All children show good levels of independence and self-care skills. For instance, babies brush their teeth after breakfast. Younger children put on sun hats before going outside. Older children wash their hands before eating and self-serve at lunchtime.

Setting details

Unique reference number	323097
Local authority	St Helens
Inspection number	10115172
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	66
Number of children on roll	92
Name of registered person	John and Valerie MacGowan Partnership
Registered person unique reference number	RP907357
Date of previous inspection	25 November 2016
Telephone number	01925 220019 or 220020

Briar Cottage Nursery registered in 2000. The nursery employs 16 members of childcare staff. All hold appropriate early years qualifications, including the manager who has early years professional status. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for three days at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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