

Inspection of Natterjacks Day Nursery at St Johns

627-629 Liverpool Road, Ainsdale, Southport, Merseyside PR8 3NG

Inspection date: 12 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive in high spirits. They behave well. Children show that they feel very safe and secure. For instance, they build extremely trusting relationships with staff. Staff are highly sensitive to children's needs. Well-qualified staff plan highly successful ways to help children to learn about their uniqueness. For instance, they ask parents to send in photographs of what children do at home. Staff encourage children to talk about these activities. Children engage in lively conversations with their peers. They are extremely excited to share their experiences. This helps children to gain an excellent understanding of families and communities beyond their own.

The manager and staff work very well in partnerships with parents. They share information with parents in different ways, such as through daily discussions and an online communication system. The staff invite parents in for meetings to discuss their children's progress. Parents provide positive comments about the nursery. For example, they say, 'The nursery has a real family feel about the place. My child is coming on in leaps and bounds.'

The manager creates a well-designed curriculum based on children's individual needs and interests. Staff implement the curriculum well. They have high expectations for every child. For example, staff have accessed speech and language training to help to support children's speaking skills further. Staff create 'language boxes' to encourage children to talk about what they can find. Staff are skilful at introducing new vocabulary. This helps children to develop their language further.

What does the early years setting do well and what does it need to do better?

- Staff take on specific roles in the nursery, such as 'mental-health first aiders'. They use information from training exceptionally well. For example, staff help to identify children who may be struggling with their emotions. They provide children with strategies, such as visual signs, to help them to express how they feel. Children use a 'thumbs down' signal when they need extra emotional support. Staff superbly support children to manage their feelings and emotions.
- Staff have high expectations for children's positive behaviour. They offer plenty of praise and encouragement. Staff provide younger children with age-appropriate explanations on how to resolve minor quarrels. Younger children learn to understand the importance of sharing and taking turns effectively. Staff offer advice for parents to support children's positive behaviour. For example, they encourage parents to praise their child for acts of kindness at home.
- Staff provide a stimulating and inviting learning environment indoors and outside. Overall, they prepare group times well and children are interested to

join in with activities. However, on some occasions, adult-led activities are not used highly effectively. Staff do not always ensure that all children are fully involved throughout the whole of the activity. Also, some children become distracted. This does not help children to become deeply engaged in activities.

- Children develop curious minds. They take part in interesting science sessions. For example, younger children discover how to get a toy polar bear out of a block of ice. They test out their thoughts and ideas, such as trying to break the ice with a hammer. Through trial and error, children discover that they can be successful. Younger children are in awe when they add warm water and see the ice melt and disappear.
- The manager and staff support children to build good knowledge and skills across different areas of learning. This includes funded children and those with special educational needs and/or disabilities. Staff quickly identify where children have delays in their learning, such as in their speaking skills. They work well in partnership with other agencies, including speech therapists. Staff follow advice and guidance to help to support children to catch up with their peers.
- Older children are part of a children's committee. They can voice their opinions and offer suggestions to make changes to the nursery. For example, older children have helped to devise their own 'golden rules'. They have decided that they will use 'kind hands' and 'give their friends a hug if they feel sad'. This helps children to work together to develop their ideas.
- Children grow in confidence in their self-care. For example, younger children use the toilet by themselves. They follow excellent hygiene routines independently. They announce with pride, 'I washed my hands'. Older children take great satisfaction in their achievements. For instance, they help to prepare and serve fruit at snack time. This helps children to gain skills for the future.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff access regular safeguarding training. They show a good understanding of the signs that may indicate a child is at risk of harm. They know the procedures to follow should they have any concerns about a child's welfare. The manager has rigorous systems in place for the recruitment of new staff. She checks that staff are suitable to work with children. All staff hold current first-aid qualifications. This helps them to respond quickly in the event of any accidents. The nursery has purchased a defibrillator to use in the event of an emergency.

What does the setting need to do to improve?

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

- review adult-led activities so that all children remain fully involved to help them to be deeply engaged in learning.

Setting details

Unique reference number	EY551498
Local authority	Sefton
Inspection number	10130808
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 to 4
Total number of places	48
Number of children on roll	78
Name of registered person	Natterjacks Childcare Ltd
Registered person unique reference number	RP908372
Telephone number	01704 570289
Date of previous inspection	Not applicable

Information about this early years setting

Natterjacks Day Nursery at St Johns registered in 2017 and is in Ainsdale, Southport. The nursery employs 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including one who has qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The manager and the inspector completed a walk around the nursery to discuss the manager's approach to planning and teaching the early years foundation stage curriculum.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The deputy manager and the inspector completed a joint observation together.
- The inspector observed the quality of teaching and the interactions of staff with children during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector checked evidence of staff's suitability and qualifications.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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