

Inspection of New Shoots Nursery

62, Greenway Road, Runcorn WA7 5AF

Inspection date: 9 March 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children at the setting feel safe and form secure attachments to the staff. Staff help children to become confident communicators through commentating and modelling new words. Staff ensure that children are well prepared for school life. They embed routines and help children to develop independence by encouraging them to have a go at new challenges.

Staff plan a full programme of activities indoors and through visits outside of the setting. They think carefully about experiences that will enhance children's understanding of the world around them. Children engage with the wide range of opportunities available to them in their local community. For instance, they visit the local railway station and walk to the local park. Staff plan a selection of activities based around what they know children can do and their next steps in learning. However, the staff input into extending children's learning in free play can be passive. This means that, on occasion, opportunities for the children to practise and embed new skills are sometimes missed. Leaders share information with parents about how their children are progressing, and staff support parents to extend their children's learning at home.

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

- Children enjoy the time they spend in the setting and arrive eager to explore the activities on offer. Resources reflect children's current interests, such as cars in small-world play. Children are able to choose what toys they would like to play with. This helps children to engage well in imaginative play.
- Staff help children to develop a love of reading. Books in each area of learning reflect current interests and topics. Story times are exciting and often include the use of props. This encourages the children to remain engaged. Staff act out characters and introduce new language while talking about stories. This approach helps children to embed new words into their vocabulary.
- Children are encouraged to try new activities and manage their own risks. For example, staff teach children how to cross roads safely with an adult. Staff know what children need to do next and how to support children in their learning and development. Children are making good progress from their starting points.
- Parents speak highly of the way that staff help children to communicate effectively. Staff use communication tools to assess children's understanding and acquisition of new words. Staff share this information with parents regularly. Children who speak English as an additional language are well supported in language development through the use of additional equipment, such as translator devices.
- The manager identifies gaps in children's learning. She helps staff to address these through targeted training and regular staff meetings. Staff are adept at

assessing what children can already do, directing their questioning appropriately. However, sometimes during free play, staff do not always make the most of opportunities to extend children's learning.

- The staff foster excellent relationships with families. They recognise the importance of supporting parents as well as children. As a result, parental partnership is strong. Parents place trust in the setting. Staff signpost parents to relevant facilities in the community that may offer further support.
- The manager works with the local authority to access training. She recognises the strengths that staff have and uses these to enhance children's experiences. For instance, staff with particular artistic talents teach children new skills.
- Staff help children to be ready for school. They work closely with staff at the local primary schools to support children in making this transition. Children regularly visit the schools with staff, which allows children to feel comfortable in their upcoming, new surroundings.
- Staff plan a varied set of experiences for children to learn about their local area. Children attend music sessions and regularly visit the local library. These experiences help children to develop their confidence and social skills. The setting has a well-resourced outdoor area. However, staff do not consistently plan for children to continue their learning outside. As a result, children miss out on opportunities to further develop their learning in different ways.

Safeguarding

The arrangements for safeguarding are effective.

Staff know about the signs that may be a cause for concern about a child. They know the reporting systems for a child they believe may be at risk of harm. The manager follows thorough recruitment processes when employing new staff. On outings, staff complete risk assessments and carry the necessary first-aid equipment. The manager has ensured that staff are suitably qualified and that ratios are maintained at all times to safeguard children.

What does the setting need to do to improve?

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

- maximise the use of learning in the outdoor area so that children have the opportunity to learn in different ways
- ensure that staff use opportunities to extend children's learning whenever they can, particularly during free play when appropriate.

Setting details

Unique reference number	EY538493
Local authority	Halton
Inspection number	10101354
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	3
Name of registered person	Underneath the Gooseberry Bush Ltd
Registered person unique reference number	RP533846
Telephone number	07842519576
Date of previous inspection	12 March 2019

Information about this early years setting

New Shoots Nursery registered in 2016. The nursery employs four members of childcare staff, one of whom holds an appropriate early years qualification at level 4. The nursery opens from Monday to Friday, 8.45am until 2.45pm, in term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Woolf

Inspection activities

- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector and the manager held discussions about the early years curriculum and how the areas of learning are organised.
- A joint observation was carried out by the inspector and the setting's manager.
- The inspector looked at a sample of documents. This included information about staff qualifications and staff suitability.

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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