

Inspection of Pudsey Day Nursery

31 Kiln Road, WIRRAL, Merseyside CH49 9AL

Inspection date: 23 November 2021

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	Good
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What is it like to attend this early years setting?

The provision is good

Parents are not entering the nursery routinely due to the COVID-19 pandemic. However, children have adapted well to leaving their parents at the door and enter happily. To keep in touch with families not attending during the pandemic, staff provided online yoga and story times. Staff continue to involve parents in their children's learning. Children excitedly take bags home, which they return filled with items found on autumn walks with their family. They use what they have found, such as acorns, leaves and twigs to practise counting or in their artwork.

Overall, the curriculum is carefully sequenced to build on what children know, understand, and can do as they move through the nursery. Staff check regularly for any gaps in learning and support children to catch up. Children are well prepared for starting school. They behave well and are keen to communicate. They talk confidently to each other, staff and visitors. Children develop good self-care skills and learn how to keep safe. They receive stickers for putting on and fastening their own coats. They help themselves to tissues at the tissue station and look in the mirror when blowing their nose. They go to the toilet independently and are reminded to flush and wash. Children enjoy taking responsibility for completing tasks and for helping each other. They pour water into cups and carry them to others in the group. When they spill any water, they use their initiative to access paper towels and wipe it up ably.

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

- Children develop well physically. Babies have space to crawl, and explore what they find and climb, such as when in and out of the ball pool. Outdoors, children dig in the sand area, ride on balance bicycles and practise climbing on the frame. Children complete daily yoga exercises, which helps them to develop physically and promotes a sense of well-being. Through yoga, children are beginning to learn how to control their breathing to help manage their emotions.
- Toddlers enjoy stirring oats in a bowl. Older children pick up items skilfully with tweezers and place them into tubes. These and other activities, develop children's hand-to-eye coordination and enable them to practise the movements needed to support later writing. Children practise making marks with crayons, chalk and paint.
- Children have good opportunities to explore and find things out for themselves. They engage in activities, such as working out which balls fit into a tube and how to catch a ball as it comes out of the end of the tube.
- Children listen attentively to stories and develop good speaking skills. Staff model language well. They purposefully identify and introduce new words to children's vocabulary. For example, staff follow a list of words with similar meanings to teach children different words to express their feelings and

emotions.

- Children develop a good understanding of nature and the world. Three-year-old children confidently explain that the hair of a polar bear is hollow and reflects light, so appears to be white but is translucent. They spontaneously use their knowledge as they play imaginatively with the toy polar bears in the arctic landscape.
- Information gathered from parents before children start nursery is mainly about children's care and routines. Little information is obtained about some children's abilities, which limits staff's ability to build swiftly on from their prior learning. However, in the first few weeks of attending, staff observe and begin to assess children's abilities and plan what they need to learn next.
- The manager and staff have high expectations for all children. They actively seek early help for children when needed. They work closely with parents and other professionals to support those with special educational needs and/or disabilities.
- Due to staff absences and vacancies, the manager is working directly with the children to help to meet the required ratios. She is less able to observe staff regularly and provide feedback on their performance. However, room leaders are providing some support for those staff who are less qualified or experienced.
- Parents receive useful information about the nursery in newsletters and about their children's day and progress through an electronic system. Parents also exchange information with staff as they drop off and collect their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff renew their safeguarding training annually to refresh their knowledge. They understand how to identify and report any child protection concerns. Suitable whistle-blowing procedures are in place to report concerns about adults working with children. Procedures have been reviewed and improved recently to ensure children's allergies are known and their dietary needs met. Parents are reminded to provide details of any changes in writing and all staff are made aware of them. Staff use imaginative play and events, such as bonfire night to teach children how to keep themselves safe and how to call for the emergency services.

What does the setting need to do to improve?

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

- improve the arrangements for the supervision and support of staff to help to strengthen the quality of education
- obtain and make greater use of information about what children already know, understand and can do, to help children continue their learning as soon as they start nursery.

Setting details

Unique reference number	EY259124
Local authority	Wirral
Inspection number	10214770
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 at time of inspection	0 to 4
Total number of places	45
Number of children on roll	55
Name of registered person	Phillips, Andrea Lee
Registered person unique reference number	RP513370
Telephone number	0151 677 6040
Date of previous inspection	26 August 2016

Information about this early years setting

Pudsey Day Nursery registered in 2003. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, seven at level 3 and one at level 6. The nursery opens Monday to Friday, from 7am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- A joint observation was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.

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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