

Inspection of Oxton House Day Nursery

14 Shrewsbury Road, PRENTON, Merseyside CH43 1UX

Inspection date: 5 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and excited. They receive a warm welcome from the friendly and caring staff team. This nurturing approach helps children quickly immerse themselves in a variety of enjoyable activities. Children's behaviour is good. They receive high levels of praise from staff and each other. Staff encourage babies and toddlers to use their hands to explore. Children use chalk to draw patterns on the concrete outside, while babies happily make marks in paint, sand and soil.

Babies choose the toys they want to play with. Staff working with babies support them well. They use simple language and are very attentive to their needs. For example, staff respond quickly and gently when children are tired. Children develop their physical skills. They use their coordination to dig in the sand and use the slide with friends. Children have fun, racing cars around the tracks outside. Inside, children expand their creative skills through messy play and craft activities. For example, they paint and role play in the home corner, which helps their imaginations flourish. Children enjoy looking at books independently and staff read them stories throughout the day.

Children enjoy healthy, balanced and nutritious meals, which help to support their good health and physical well-being. Children vote on what pizza toppings they have when making their own pizza with the nursery cook. Older children learn how to use tools. For example, they use knives with control as they chop their own fruit for a snack.

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

- Staff plan a curriculum that focuses on children's current interests and their next steps of learning. A varied range of experiences build on what children know and can do. Children are well engaged in planned activities. However, the less-experienced staff do not consistently interact with children during play to extend children's learning even further. Some staff do not consistently model the correct words for the youngest children. For example, they use 'din dins' when children are eating their dinner. This has an impact on children's language development.
- Children develop a love of stories and songs at the nursery. Babies enjoy turning the pages of board books. Older toddlers talk about what they can see in the pictures. Children enjoy taking books home from the lending library. This keen interest prepares them well for later reading and writing.
- Staff support all children to manage their feelings well. They gently remind children of their expectations for behaviour. For example, staff encourage the younger children to use 'kind hands' with friends and think about the impact that their behaviour has on others.

- Older children create pictures of their families, and these are displayed in the nursery. Staff talk to the children about their drawings. They use them to support children's understanding about their uniqueness and their differences.
- Children with special educational needs and/or disabilities are supported very well. Staff respond quickly to any signs that children may be unsettled. The special educational needs coordinator works with other professionals to ensure that children's needs are met at the earliest opportunity.
- Pre-school children enjoy learning about dinosaurs. Staff introduce children to new words, such as 'diplodocus' and 'stegosaurus'. Children repeat these words and then use them to correctly identify the dinosaurs they play with. Children eagerly talk about what dinosaurs eat. This leads to a discussion with staff about fruit bats and animals who only eat vegetables and fruit.
- Partnerships with parents are very good. Staff share a wide range of information with parents about their children's days and the progress they are making. Children take home learning packs that support their learning about phonics. For example, they take home a 'letter bag' to try to find things at home starting with the letter 'S'. Children then share their findings with staff. Staff talk to parents about the positive effects this has on children's speech development.
- Staff support children to develop their independence and learn the importance of self-care. For example, children serve themselves lunch and pour their own drinks. They independently wash their own hands and talk about the need 'to wash off germs' or they will be poorly.
- Staff consistently promote children's love of being active outdoors. All children are encouraged to challenge themselves by considering how they set up the balance equipment and then navigate their way around it. This promotes children's coordination.
- Overall, the manager has a good oversight of staff's practice and the effectiveness of the educational programmes. Regular supervision meetings help staff to identify aspects of their development to improve and raise any concerns they may have about their key children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very good understanding of their roles and responsibilities to help keep children safe. They attend regular child protection training, which helps them to keep up to date with any changes to guidance and legislation. Staff have a secure knowledge of the signs which would indicate that a child is at risk of harm or abuse. They know the procedures to follow in the event of any concern. The manager highlights a nursery policy each month to the whole team, so staff remain knowledgeable about policies to support keeping children and staff safe. Staff assess risks well to ensure that children are safe in the indoor and outdoor environments.

What does the setting need to do to improve?

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

- support less-experienced staff to model language effectively so all children can use the correct words when communicating
- support less-experienced staff to develop their interactions with children to a consistently high standard so children may extend their knowledge and language even further.

Setting details

Unique reference number	EY447931
Local authority	Wirral
Inspection number	10213969
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	82
Number of children on roll	64
Name of registered person	Wirral Nurseries Ltd
Registered person unique reference number	RP902165
Telephone number	0151 651 0501
Date of previous inspection	27 October 2016

Information about this early years setting

Oxton House Day Nursery registered in 2020. It operates in the Prenton area of Wirral. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and five hold qualifications at level 2. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lysa Randle

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.
- A joint observation of staff was carried out by the inspector and the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of suitability, safeguarding and complaints policies.
- The views of parents were considered by the inspector.

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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