

# Inspection of The Big Picture Private Day Nursery And Pre-School

63a Scarisbrick New Road, Southport PR8 6PA

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Inspection date: 8 June 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed into this inclusive and supportive nursery. They are happy here and develop positive relationships with both their peers and members of staff. Children play with and are surrounded by an exceptional range of real objects. These encourage children to investigate and find out more. For example, in the home corner children discover how a rotary dial telephone works. China cups and plates are used to help make a pretend tea party feel like a real-life experience. The effective use of well-positioned domestic furniture creates a welcoming home-from-home environment. Throughout the nursery children behave well. They become confident, curious learners who are keen to explore and experiment in the appealing and accessible learning environment.

Babies up to two years of age thrive in a safe, nurturing environment. Key persons provide high levels of engagement. They know each baby very well and use their interests to deliver high-quality activities that extend their learning. For example, older babies excitedly investigate the contents of a large well-presented tray to find out more about how frogs move, where they live and the sound they make. Older children demonstrate a very strong sense of belonging and welcome visitors. For example, when elderly residents from the neighbouring residential home make short visits to the nursery, children smile as they join them for songs and stories.

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

- The inspector discussed any continued impact of the pandemic with the manager, who is keen to avoid any further disruption from room closures. She has utilised available staff to temporarily create a mixed provision for children aged from two to five years. In the main, this is well managed. However, on occasion, the youngest children do not receive the high level of support they need to be able to thrive in this busy environment. This particularly happens when they first move from the much quieter baby room.
- The new manager has a clear vision and often adopts a hand-on approach to model good practice and mentor staff. Information about how the well-sequenced curriculum should be taught is continually shared with the staff team. Staff fully understand that what children are taught in the early years will help them to be successful in their future learning. Children are developing the skills and attitudes they need to be ready for school.
- There is a very strong emphasis on identifying what children already know and can do. Parents are encouraged to share details of children's learning and life experiences before they start to attend the nursery. Excellent opportunities are provided to help ensure children who may have experienced less are given the best opportunity to catch up with their peers.
- The curriculum for communication and language is strong. Staff model language

and introduce new words to extend children's vocabulary. Staff encourage young babies to mimic single words and help them to establish a love of books. Older children enjoy familiar stories. Children who are ready to leave for school, confidently sing songs of their choice to entertain their peers and adult visitors.

- Experienced staff use children's interests and preference for outdoor learning to extend children's ability to identify numerals. For example, after children identify the correct number, they delight in the opportunity to kick a ball at the numbered posts before competing in a penalty shoot-out.
- The manager evaluates the quality of the nursery provision effectively and is keen to strengthen the provision for outdoor learning. This will help to ensure that children who are keen to be very active or prefer learning outdoors can benefit from a greater range of experiences.
- Staff help children to learn about the importance of a healthy lifestyle. Children enjoy a wide range of freshly prepared, nutritionally balanced meals and snacks. Older children discuss menus and healthy food choices.
- Staff have high aspirations for all children. Key persons work closely with parents and other professionals to help ensure children with special educational needs and/or disabilities get the support they need.
- Parents comment positively on the care and quality of education their children receive. They feel well informed about their children's time and talk positively about the improvement they have seen since the previous inspection. Parents routinely exchange information with staff, particularly when they come into the nursery to collect their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are alert to the possible indicators of abuse. They have completed relevant training and understand their role and responsibility regarding child protection. Staff are clear that they would respond quickly if they had any concerns about a child's welfare. Information is prominently displayed around the nursery to further increase staff's knowledge and understanding. Staff also wear lanyards which provide them with immediate access to relevant information and contact details should they have any concerns. Children are learning to assess risk and to keep themselves and others safe. For example, they monitor the movement of the swinging tyre to avoid bumping into others.

## **What does the setting need to do to improve?**

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

- strengthen the transition process to ensure that every child moving from the baby room into the mixed provision receives the highest level of support
- review the day-to-day operation of the mixed provision to further improve the

quality of interactions for the youngest two-years-olds, to ensure every child is fully supported to make the best possible progress in their learning and development

- enhance the provision for outdoor learning.

## Setting details

<b>Unique reference number</b>	EY551363
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10220441
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	78
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Just Childcare Limited
<b>Registered person unique reference number</b>	RP900954
<b>Telephone number</b>	01704 884088
<b>Date of previous inspection</b>	17 December 2021

## Information about this early years setting

The Big Picture Private Day Nursery And Pre-School registered in 2017. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, five hold qualifications at level 3 and two hold qualifications at level 6, one of whom has qualified teacher status. The nursery opens Monday to Friday, from 7.30am to 6pm, for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Vickie Halliwell

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning. She completed a learning walk with the manager to discuss how the curriculum is planned and implemented.
- Discussions were held with parents, the manager, the provider and children at appropriate times throughout the inspection.
- The manager and the inspector completed two joint observations of activities.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.

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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