

# Inspection of New Ferry Day Nursery

24-26 Grove Street, New Ferry, Merseyside CH62 5AZ

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Inspection date: 16 August 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 Good

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

### **The provision is good**

Children arrive at the nursery happy and receive a warm welcome from staff at the door. Babies smile and kick their legs in delight as they recognise familiar, friendly faces. A wide range of activities and learning experiences are available, which ignites children's curiosity and eagerness to play and learn. Children explore with play dough as they stretch, mould and manipulate it into different shapes. This helps strengthen children's hand and finger muscles, supporting their early writing skills. Other children concentrate intensely as they transport water from one jug to another. They show high levels of fascination as they quickly realise different quantities are needed to fill different-sized jugs. Babies have great focus, persistence and determination as they reach out to grip balls. They wave their arms and clap their hands when they finally accomplish their achievements.

The nursery stayed open for key worker's children during the COVID-19 pandemic. Their aim was to provide a consistent, stable environment for children. Since then, a greater focus has been given to children's social and emotional needs. For example, they have extended settling-in sessions for new children starting at the nursery. As a result, children feel safe, secure and form strong bonds with staff and settle quickly.

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

- The manager is extremely passionate about providing high-quality service and experiences to children. This positive attitude is dispersed onto her team. Staff comment that they feel happy and well supported by the manager. Together, the team reflects on its vision and the quality of its provision. Positive changes have recently been made to the learning environment and routines. Furthermore, plans are in place for developments in the outdoors to improve outcomes for all children.
- Overall, a well-sequenced curriculum is in place. Staff have a good knowledge of the skills that they want children to gain throughout the nursery. They follow children's individual interests and focus on what they need to learn next. Yet, occasionally, this is less effective in group situations. For instance, older children are keen to listen and retain an interest throughout group time, but often shout out the answers to questions that are asked to younger children. This results in some of the younger children not being fully engaged and means that the different learning needs of these children are not always addressed.
- Children's communication and language skills are supported well. They listen to stories and join in with singing familiar songs and rhymes. Additional props and musical instruments are also used to make learning fun and enjoyable. Staff ask children questions and provide words to help their growing vocabulary. Children are becoming great communicators and are making good progress.

- Parents comment that their children are extremely happy at the nursery and explain that it has a home-from-home feel. Sharing of information with parents is generally good. Parents say that staff tell them about their child's day, including what their child has played with and focused learning developments. However, this is not consistent for all parents. Some are not always aware of what their children have been learning at nursery and how they could extend this learning at home.
- Children's physical development skills are supported well. Children master the skills of riding tricycles and balancing on scooters. Furthermore, children improve their hand-to-eye coordination as they balance toy eggs on spoons. They have a choice of healthy foods and older children independently operate water butts. This supports their understanding of the importance of leading a healthy, active lifestyle.
- In general, children behave well. Staff are good role models and support them to develop good manners. Children repeat 'please' and 'thank you' when prompted and listen and follow instructions. Positive reminders of using 'kind hands' and 'good sharing' are given to children. However, although staff are close by to assist children during minor disputes, they do not always support them to understand why their behaviour is not acceptable or how it affects others.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff understand their roles and responsibilities in keeping children safe from harm. They carry out continual risk assessments of the indoor and outdoor environments and ensure that all resources are safe and fit for children to play with. Staff carry out safeguarding training which provides them with a great knowledge and awareness of any signs or symptoms of abuse. They are aware of safeguarding policies, procedures and the relevant people to report any concerns to. Stringent recruitment procedures are in place to ensure that staff working with children are suitable.

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

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

- review some group activities to make sure that children's different stages of development are considered, so that all children have the opportunity to be involved and are engaged and interested
- review ways of sharing information and ideas with parents to ensure that this is consistent for all parents, to help extend children's learning at home
- build on good behaviour strategies and help children enhance their understanding of why and how their behaviours affect others.

## Setting details

<b>Unique reference number</b>	EY485081
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10233304
<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 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Hirst, Alexandra
<b>Registered person unique reference number</b>	RP515760
<b>Telephone number</b>	07588728223
<b>Date of previous inspection</b>	22 August 2016

## Information about this early years setting

New Ferry Day Nursery registered in 2015 and is located in New Ferry, Wirral. The nursery employs nine members of childcare staff. Of these, seven hold early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. 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**  
Kellie Lever

## 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 managers and has taken that into account in their evaluation of the nursery.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a group activity.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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