

Inspection of Storytime Private Day Nursery

57 Horace Street, ST. HELENS, Merseyside WA10 4LZ

Inspection date: 25 November 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 are sociable and confident in this setting, and staff value their thoughts and opinions. They are happy when they arrive and keen to explore the activities, which are based on their needs and interests. In addition, children are offered lots of opportunities to extend their learning beyond the classroom and out into the wider community. Together, they write their own shopping lists and visit the supermarket. They attend activities at the local library and entertain the older adults in a local care home with their songs. Children learn that families are different and regularly take donations to the local food bank.

Staff know how to recognise that a child may be in need of additional support. They work closely in partnership with parents and other professionals to address this. This enables all children to make good progress at this setting. The setting is well resourced, both indoors and outdoors. Combining this with knowledgeable, passionate staff allows children to have access to an exciting and stimulating learning environment. Parents are very supportive of the setting and refer to it as a 'caring community'.

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

- Staff know the children very well and demonstrate an enthusiasm and passion towards teaching. They know how to plan appropriate next steps for children. This extends children's learning and supports them to make good progress.
- Staff enable children to make their own decisions. For example, they have a choice of stories and a choice of what to play with. All staff listen carefully to the children and respond to them sensitively. This enables children to feel valued and to have a voice at this setting.
- Staff speak clearly and at a good pace when they read to the children. They are confident in using sign language to enhance the storytelling process. The story is told in a way that excites and engages the children, who sit quietly on the carpet. They listen intently and join in with familiar actions. This helps them to develop a love of books and storytelling.
- The curriculum is coherently planned and sequenced. Staff understand the importance of rhyme and stories to support children's language skills. This gives opportunities for children to think and talk. However, staff do not always interact with the children as much as they could during care practices, such as when they are changing children's nappies. This does not consistently promote communication and language to the highest level.
- Staff are good at widening children's experiences by taking them out into the community. For example, with the children, they take a homemade painted poppy wreath to the cenotaph on Remembrance Day and then enjoy a ride on a bus back to the setting. This gives the children opportunities and experiences

they may not normally encounter and helps them to learn about the wider world.

- Carefully selected resources that promote children's understanding of equality and diversity are available in every room. For example, staff have made multicultural peg dolls that children use to make up stories about. As a result, children are beginning to learn about similarities and differences.
- Children are able to follow clearly established routines. For example, they know they need to wash their hands before sitting down to their meal. They are able to exercise patience while waiting to go up and serve themselves at lunch, and they know it is their responsibility to clear away their own dishes. Children show high levels of independence.
- Staff understand the importance of working with parents to support children's progress. They feel valued and part of their children's learning. Parents talk about the different ways in which they are informed about the progress their children are making and ideas to support their children's learning at home. This promotes a consistency of care for children.
- Managers, room leaders, practitioners and apprentices are all determined to improve outcomes for children. This reflective culture contributes to better practice throughout the nursery. Staff have weekly meetings to discuss children's needs. This ensures children's needs are consistently met.
- Parents are encouraged to nominate staff they feel deserve extra recognition. The employee of the month then receives an extra day off and a bunch of flowers. This makes staff feel appreciated. Staff well-being is a priority at this setting, resulting in a high level of staff retention. Children benefit from a consistent staff team, with whom they can form strong relationships.

Safeguarding

The arrangements for safeguarding are effective.

All staff have the necessary knowledge and understanding regarding child protection. Staff at all levels know how to recognise when a child may be in danger or at risk of abuse and know how to act to protect them. Staff conduct regular risk assessments both indoors and outdoors. Preschool children take it in turns to then conduct their own risk assessment outdoors to highlight any hazards. For example, brushing away wet leaves so they do not slip. This supports children to learn about how to keep themselves safe. Management are aware of e-safety regulations and ensure there are suitable controls in place.

What does the setting need to do to improve?

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

- further develop interactions with children during care practices in order to consistently promote communication and language.

Setting details

Unique reference number	EY445029
Local authority	St Helens
Inspection number	10235733
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	61
Number of children on roll	66
Name of registered person	Storytime Private Day Nursery Limited
Registered person unique reference number	RP531513
Telephone number	01744 757 999
Date of previous inspection	4 January 2017

Information about this early years setting

Storytime Private Day Nursery was registered in 2012. It is situated in St Helens in Merseyside. The nursery employs 17 members of childcare staff. Of these, two hold qualifications at level 6, and twelve members of staff hold qualifications at level 3 or above. There are three apprentices. The nursery opens Monday to Friday all year round with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs or disabilities and children who speak English as an additional language.

Information about this inspection

Inspector

Louise Masterson

Inspection activities

- This was the first routine inspection the nursery had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the company director and the manager and has taken that into account in their evaluation of the setting.
- A joint observation was conducted with the nursery manager and the inspector.
- The inspector spoke with staff, children and parents at various points during the inspection.
- A leadership and management meeting was held with the company director and the manager.
- The inspector looked at relevant documentation including first aid certificates and DBS records.
- The inspector undertook observations in all rooms to look at children's progress and observe the quality of teaching.
- The inspector conducted a learning walk to evaluate the impact the curriculum has on children's learning at this setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022