

Report for childcare on domestic premises

Inspection date: 26 July 2023

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 welcomed by warm and caring staff. As a result, they arrive excited to start their day. Staff take the time to acknowledge every child's presence. This boosts children's self-esteem, and they form strong attachments with staff in this home-from-home nursery.

Staff are great role models and have a caring and loving nature. Children display patience, kindness and respect towards their peers. For example, younger children share toys and offer kind gestures to others. Older children split and share out dough so they have equal amounts and take themselves off with their friends to have chats in small spaces. This helps to support children's emotional well-being, and they feel included, safe and secure.

Staff carefully consider the learning environment, ensuring that children can engage in a wide range of stimulating and exciting activities. For instance, babies touch, poke and prod the dough. Toddlers demonstrate perseverance as they grip small pieces of puzzles. They turn and twist them as they carefully place them into the correct positions. Older children extend their imaginations as they scoop up mud and bark and stir it to make their desired mixture and potion. These carefully planned learning opportunities help to strengthen and develop children's hand and finger muscles. This helps them to develop their early writing skills in preparation for school.

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

- The manager has an accurate overview of the quality of the nursery. She is eager to take on any local initiatives and training schemes that will help to support staff's knowledge, practice and future development. For example, staff have recently attended training to help them gain a greater understanding of the benefits of children learning in the outdoors. This has resulted in significant changes to staff's engagement with children as they explore, play and learn.
- The curriculum is ambitious and well sequenced. Staff get to know children well; they follow their interests and plan stimulating learning experiences. This helps to support children's next stages of learning. Children have a positive attitude towards learning and are making good progress.
- Generally, children's communication and language development is promoted well. Staff continually talk to children and provide them with additional words to repeat, such as 'pat' and 'tap'. They sing songs and rhymes, and young children cosy up to staff as they explore pictures in books. However, at times, staff use pet names such as 'darling' or 'sweet pea'. As a result, some children do not know that they are being spoken to, which does not support their listening skills.
- Children gain a great understanding of the natural world around them. For

example, they plant and grow their own vegetables and search for bugs and insects in the garden. On finding them, they carefully place them in pots and use magnifying glasses to inspect and identify what they have found. This helps children to learn about how food grows, and it encourages them to have a greater awareness of and connection with nature.

- Overall, parent partnerships are good. Parents comment that staff are warm and friendly. Information is gathered when children first start about their care needs and development. This helps staff to assess children's starting points and contributes to new children settling in to the nursery quickly. Parents are sent observations of tasks that their children carry out throughout the day. They also receive updates of their children's progress. However, communication is less consistent in providing parents with ideas or suggestions about how they can further support their children's individual learning at home.
- Children are determined and competent in carrying out independent tasks for themselves. However, some staff do not always consider the learning that takes place during the daily routines. At times, staff are too quick to carry out tasks for children, to save time. For example, staff pour children's drinks, put on their footwear and wipe their noses. This prevents children from extending their independence and building on their self-care skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the importance of keeping children safe. They know the policies and procedures to follow if they have any concerns about children's welfare. Staff continually refresh their knowledge and engage in monthly safeguarding team briefings. Furthermore, they keep abreast of any updates sent from their local authority that they need to be aware of. Staff continually risk assess the environment throughout the day and constantly remind children about potential hazards. For example, they explain to children about the dangers of putting items in their mouths. Staff also teach children to climb safely on large tyres, which helps children to learn about safe practices.

What does the setting need to do to improve?

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

- ensure that staff consistently call children by their correct names so that they can further develop their listening skills
- strengthen communication with parents to enable them to fully extend their children's learning at home
- promote further children's independence and self-care skills.

Setting details

Unique reference number	EY479806
Local authority	Sefton
Inspection number	10301478
Type of provision	Childcare on 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 5
Total number of places	52
Number of children on roll	62
Registered person unique reference number	RP511255
Date of previous inspection	24 January 2018

Information about this early years setting

Formby Day Nursery Ltd registered in 2015. It was founded in 1974 and registered in 2015 to change to a limited company. It is situated in Formby, Liverpool. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. 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 carried out joint observations of a group activity with the manager.
- 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.

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 2023