

# Inspection of Miriam Day Nursery

Miriam Day Nursery, St James Centre, Birkenhead, Merseyside CH41 7AL

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Inspection date: 2 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children clearly enjoy attending this extremely warm and welcoming nursery. They are excited to arrive and separate from their parents and carers with confidence. Children settle quickly into nursery life because of the highly flexible settling-in arrangements that carefully consider children's individual needs. Children demonstrate that they feel safe and secure. They are happy, content and ready to learn.

The manager and staff consider children's well-being to be integral in children's development and progress. As such, the curriculum for children's personal, social and emotional development is strong. Extremely caring and supportive interactions between staff and children are evident. Carefully designed activities and experiences encourage children to develop their ability to recognise how they feel and regulate their emotions. Children behave well for their age because they are able to safely express their feelings and emotions. They are continuously praised for their efforts and good behaviour which fosters high levels of emotional well-being. Children understand what is expected of them. They are learning to share and to take turns and show kindness to one another. Staff are positive role models and are careful not to over-direct. They sensitively ask children if they would like any help which encourages children to develop a positive 'can-do' attitude.

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

- Children and their families are at the heart of everything that staff do. Initiatives such as a 'swap shop,' free dental health resources and a lending library support families in a confidential, sensitive and respectful way. Robust partnerships with other professionals ensure that families quickly receive any additional support that they may need.
- Children benefit from a broad and sequential curriculum. Staff understand what it is that they want children to learn. Activities reflect children's individual interests and developmental stages. However, occasionally, staff do not recognise when resources are being mishandled or that activities are not attractively presented. There are often too many resources presented to younger children which means that some children quickly become overwhelmed and disinterested. This impacts on children's engagement and the learning opportunities provided.
- Overall, staff promote children's communication and language skills well. As children play, staff provide a running commentary. This means that children are able to hear a rich variety of words. Staff introduce new vocabulary. For example, as children play with dough, staff model language such as 'stretchy' and 'sticky'. However, sometimes, staff do not allow children sufficient time to process what is being asked. This means that children do not always have

opportunities to share their thoughts and ideas.

- The support for children with special educational needs and/or disabilities (SEND) is strong. The knowledgeable special educational needs coordinator works well with staff to ensure that children with SEND are effectively supported. Successful partnerships with other agencies help to ensure the best outcomes for children.
- Children learn the importance of leading a healthy lifestyle. Staff encourage children to try healthy foods and ensure that children have daily opportunities to engage in energetic play. Children understand that they must wash their hands before eating. They learn the importance of oral hygiene and independently help themselves to fresh drinking water throughout the day.
- Children develop an awareness of responsibility and relish helping staff with routines. For example, children learn to care for living things as they help to look after 'Cookie' the nursery hamster. They visit the local pet shop to buy her food and enjoy caring for her in their homes during holiday periods.
- Partnerships with parents are strong. Parents are extremely complimentary in their feedback of the nursery. They praise staff's kindness, care and patience and appreciate the support offered to the whole family. Parents feel well-informed about their child's progress and welcome guidance given by staff.
- The dedicated and passionate nursery manager leads a team of well-qualified and knowledgeable staff. Collectively they have a clear and ambitious vision for the nursery and the children that attend. Staff benefit from a continuous cycle of professional development and reflection which helps to ensure positive outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review how staff working with younger children organise activities to ensure that all children are able to benefit from the learning opportunities that they provide
- strengthen staff's ability to allow children sufficient time to process information, share ideas and respond to questions.

## Setting details

<b>Unique reference number</b>	EY497087
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10304953
<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>	2 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Miriam Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901751
<b>Telephone number</b>	01516526859
<b>Date of previous inspection</b>	6 February 2018

## Information about this early years setting

Miriam Day Nursery registered in 2015. The nursery employs seven members of staff. Of these, five hold appropriate qualifications level 3 and above and two hold qualifications at level 6. The nursery opens from Monday to Friday term time only. Sessions are from 8.50am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## 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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation of an activity.
- 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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