

Inspection of Merseybank Nursery

Mersey Bank Day Nursery, Mersey Bank Lodge, Chapel Lane, Glossop SK13 1PG

Inspection date: 21 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy and enjoy spending time at this home-from-home nursery. Children and parents are warmly greeted by staff as they arrive. Staff spend quality time with the children to get to know them and build close relationships. This helps children to feel safe and secure in their care.

Children develop good physical skills. They do this as they safely explore the well-equipped and exciting outdoor space. Children develop their large-muscle skills as they jump up and down and splash in puddles. They use giant chalk to make marks on the ground. Staff ask the children to think about what is happening to the colours as they get wet. Children confidently feed sweetcorn to the nursery chickens. This helps the children learn how to care for living things.

Children's behaviour is extremely good. Staff act as positive role models. They consistently offer praise and encouragement for children's achievements. This supports children's self-esteem and confidence. Staff are gentle in their approach. They talk to children about the importance of sharing and taking turns. Children develop respect for the nursery rules and routines and learn to follow staff's instructions. Children are developing positive attitudes.

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

- The manager and the deputy manager work well together. They have a clear vision, which is central to the curriculum around the individual needs and interests of the children. Staff know children well. They use this knowledge to identify children's next steps in learning and plan activities, which contribute to children being active and engaged in their learning.
- Staff ensure that children with special educational needs and/or disabilities (SEND) get the support that they need early on. They work with outside professionals and parents to agree targeted plans to support each child. Staff are sensitive to their needs. They ensure that they are included in all parts of the curriculum promoting inclusion.
- The management team have created a positive working environment. Staff speak highly of the support they receive and the focus management places on their well-being. They receive support for their professional development and complete training courses to help them develop the support they provide for children.
- Staff focus on supporting children's communication and language development. They do this through storytelling and consistently using Makaton sign language. For example, during group time, the children sing nursery rhymes together. They use Makaton to sign the words as they sing.
- Staff promote children's speaking skills. They use a wide variety of vocabulary

and repeat words and sounds with the correct pronunciation. Staff ask children questions to extend their understanding and learning. However, staff sometimes ask these questions in quick succession and do not always give children enough time to think and answer.

- Staff use numbers and mathematical language consistently throughout the nursery. They do this during child-led play and group activities. For example, children are encouraged to count, compare sizes and discuss shapes. This practice helps to develop children's math skills from an early age.
- Overall, staff help children to gain confidence and build independence skills to help prepare them for school. Children learn to wash their hands before they eat and to use the toilet by themselves. They confidently choose their own resources. However, staff do not use all opportunities to build children's independence. At times, they step in too quickly to help. For example, they wipe children's noses and do up their coat zips.
- Parents speak highly of the staff and all aspects of the nursery. They comment that staff are kind, supportive and nurturing. Parents are assured as their children are happy, settled and always excited to attend. Parents say staff know their children well. This helps staff to support their child's learning and development.
- Managers plan extra-curricular activities with the support of outside agencies. For example, children develop physical skills as they join in 'Footy Cub' classes. Staff take children to visit the local community to broaden their experiences. Children enjoy trips on a bus and use the train to visit the local library, where they select books to bring back to the nursery. This provides children with a greater understanding of the world.

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:

- provide consistent opportunities for children to develop and use their independence skills
- improve staff practice when questioning children to give them sufficient time to think and respond.

Setting details

Unique reference number	EY498534
Local authority	Derbyshire
Inspection number	10311830
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 11
Total number of places	71
Number of children on roll	128
Name of registered person	Merseybank Nursery Limited
Registered person unique reference number	RP901015
Telephone number	01457865577
Date of previous inspection	11 April 2018

Information about this early years setting

Merseybank Nursery registered in 2016 and is located in Glossop. The nursery employs 18 members of childcare staff. Of these, 5 staff hold appropriate early years qualifications at level 5, 8 hold appropriate early years qualifications at level 3 and 1 at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Lancaster

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 her evaluation of the provider.
- The manager took the inspector on a learning walk across all areas of the premises and explained how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions between the staff and the children during activities, indoors and outdoors, and assessed the impact these have on children's learning.
- The manager completed a joint evaluation of an activity with the inspector. The inspector spoke to several parents during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed the 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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