

Inspection of Gayton Nursery

10 Brimstage Road, Heswall, WIRRAL, Merseyside CH60 1XG

Inspection date: 7 May 2024

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

The manager has developed a broad and ambitious curriculum that covers each area of learning. She places high priority on building children's communication, physical and personal, social and emotional development. Staff teach children about the importance of being a kind friend and ably support them to take turns. Children know and remember the nursery's rules for how to behave and stay safe, such as to listen well and to hold the banister when using the stairs. Staff provide worthy opportunities for older children to become the nursery's 'sparkle of the day'. For example, staff give children special duties to be the line leader or to remind their peers when it is time to tidy up. Children develop maturity and self-esteem. They are prepared well for their future responsibilities as responsible, thoughtful people.

Staff help children to persist as they develop their physical strength and coordination. Children adore their many opportunities to run, climb and slide, or to ride on the balance bicycles in the spacious nursery garden. Staff in the baby room make sure that young children have ample space to practise crawling, shuffling and pulling themselves up on furniture. As a result, babies and other children become strong, confident and steady on their feet.

Staff offer gentle reassurance to babies and children who are new to nursery. Children settle quickly. They develop secure relationships with staff that help them to feel happy and safe.

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

- Mostly, staff receive effective support from the manager to further their professional development. However, the manager has not checked that staff understand the training they have received. As a result, there are gaps in how some staff deliver the manager's intended curriculum.
- Staff working with children under two years old provide gentle, nurturing care. However, the manager has not ensured that staff fully understand how to support babies learning. Sometimes, staff provide learning activities that are not matched well to babies' needs. This means that some babies learn less successfully.
- The manager makes certain that staff know each of their key children in detail. Staff make effective links with parents and carers to find out about children's interests. Staff observe children closely to find out what they already know. They then consider this information well to plan the next steps for children's learning. Children thrive because of the strong bonds they have with their nursery key person.
- Staff deliver the manager's curriculum for mathematics skilfully. They

demonstrate to children that mathematics can be found everywhere. Staff seize opportunities to secure children's knowledge of numbers, shapes and colours, such as through games, singing rhymes and play. Children learn essential information about mathematics.

- Staff promote children's knowledge about literacy well. They teach children how to use various tools, such as paintbrushes and large chinks, to make marks. Children delight in their new findings, for instance when they have made long lines and squiggles on the ground or on the nursery fence outdoors. Children develop the skills they need for learning to write.
- Staff implement the curriculum for physical development effectively. They build on children's previous learning to develop the small muscles in children's hands and fingers. For example, staff make soft, pliable play dough with younger children to enable them to experience success when manipulating the dough. For older, more experienced children, staff provide firm clay to further strengthen children's hand muscles. Children develop excellent coordination of their hands and fingers.
- The manager and staff help children to learn about the importance of keeping healthy. For example, they teach children the reasons why hands need to be washed before eating. Staff ensure that children are physically active, eat a wide range of healthy foods and rest when they feel tired. Children understand how to look after their bodies.
- Staff have high expectations of how children should behave. They role model to children how to be polite. Staff support children to talk to other people gently and kindly. Children learn to be good friends. They play in harmony and cooperate with one another well.

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:

- equip staff with greater knowledge and expertise so they deliver the nursery's curriculum for children under two years old more successfully.

Setting details

Unique reference number	EY378710
Local authority	Wirral
Inspection number	10347333
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	84
Number of children on roll	61
Name of registered person	Busy Nought to Fives Limited
Registered person unique reference number	RP906936
Telephone number	0151 342 6385
Date of previous inspection	20 June 2019

Information about this early years setting

Gayton Nursery registered in 2008 and is located in Heswall, Wirral. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above, including one with early years teacher status. The nursery opens from Monday to Friday, all year round. 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

Andrea Vaughan

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with several parents during the inspection, reviewed parent's written testimonials and took account of their views.
- Several children told the inspector about what they like to do when they are at nursery.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the owner, area manager and nursery manager about the leadership and management of the setting.
- 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 a joint observation of a group activity with the manager.
- 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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