

Nyehome Nurseries (Wirral)

Wirral Hospital NHS Trust, Clatterbridge Hospital, Clatterbridge Road, Wirral, Merseyside, CH63 4JY

Inspection date	03/12/2012
Previous inspection date	10/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The thoughtfully planned playrooms create enabling environments for all ages of children, promoting independence and engaging children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Children display the characteristics of keen learners. They are interested and engaged in their activities and play well together and on their own.
- Safeguarding procedures are fully understood by staff to ensure children are protected from harm.
- The effective partnership working with other professionals and services means children's individual needs are met extremely well.
- The staff team has a positive attitude to self-evaluation to continually review and improve the children's learning environment.

It is not yet outstanding because

- Information gathered from parents when children start lacks detail about their existing skills and abilities, in order to robustly inform the initial assessment and support them in making exemplary progress in their early days at the setting.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in three play rooms and the outdoor learning environment on the day of the inspection.
- The inspector held meetings with the nursery manager, area manager and held several discussions with members of staff.

The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the evaluation documents and a range of other documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.
- A joint observation was carried out by the manager and the inspector.

Inspector

Jean Thomas

Full Report

Information about the setting

The Nyehome Nurseries Wirral nursery was registered in 2008 on the Early Years Register. It is situated in self-contained premises within the grounds of Clatterbridge Hospital in the Clatterbridge area of Wirral and is managed by Children First Wirral Ltd. The nursery serves the local area and is accessible to all children. It operates from four designated play

rooms and there are two fully enclosed areas available for outdoor play.

The nursery employs eight members of child care staff. Seven staff hold appropriate early years qualifications at level 3 and one with Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides places for funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- develop further the information gathered from parents to accurately establish children's starting points on entry to the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enthusiastically participate in a wide range of activities and play opportunities covering the seven areas of learning. Staff support children to make good progress in their learning and development through understanding and implementing effective teaching techniques. The thoughtfully organised playrooms and the varied range of resources contribute to motivating children to engage them in learning. Children have good opportunities to follow their interests and determine the direction of their play. They freely select the equipment and play materials of their choice. The continuous provision of resources further enhances children's learning as they pursue activities at their own pace and revisit these to practise skills. The outdoor environment enables the children to have the freedom to explore and be physically active. Observation, assessment, planning and tracking processes are in place to support children's progress towards the early learning goals.

Staff initiate partnership working with parents during the initial visits made to the nursery before children start. These visits enable children, parents and key persons to get to know each other. Parents complete the 'All about me' booklet, which provides information about their child. However, this lacks detail regarding their child's stage of development across the seven areas of learning and therefore does not robustly inform the initial planning and assessment to support their progress during their early days at the setting. Key persons

value the ongoing communication with parents to assist them in meeting children's individual needs. Parents are encouraged to share their children's interests and achievements from home and to contribute to their child's development records. Parent's evenings are organised with key persons to review their child's progress. As a result, they are fully included in setting children's individual plans and are helped to understand the Early Years Foundation Stage.

Interaction between staff and children is especially strong. This is highlighted in the children's reactions, the progress they make and the enjoyment they display. The promotion of communication and language development is intrinsic to all aspects of the nursery life. In the knowledge that this is the basis for all learning, staff effectively use a variety of teaching techniques. For example, signing and visual aids support all children's ability to communicate. Older children are confident talkers. They are eager to share their ideas and ask questions. Toddlers are vocal, their language is emerging and they use sounds and single words. Staff respond positively to all children's communication and use skilful questioning. From an early age children show and enjoyment in books. The use of actions and props such as, puppets and the 'signing' doll helps to promote children's understanding of words and develop their listening skills. The children's attention is held during story and rhyme singing sessions.

Children show deepening levels of concentration as they pursue activities of their choice. They demonstrate their determination to 'have a go' to complete tasks themselves. For example, they work out how to fit the cars in the garage and in the construction role play area they discover where to position the different sized screws. Safety signs are displayed in the construction area for children to learn what they signify. Displays such as these and labels on resources helps to develop children's understanding that print carries meaning. In play children use mathematical language, such as bigger, smaller and they count without prompt from staff.

Children have many opportunities to be creative and express their own ideas. Their art work is displayed which, contributes to their sense of belonging. Young children crawl in and out of the play tent and introduce dolls and home role play resources to the activity as their pretend play is emerging. As children progress through the nursery they develop skills in operating technology equipment, such as through interactive play materials, role play resources and use of the computer. Children have daily opportunity for outdoor exercise and activities. Staff recognise that this is the preferred learning environment for some children and organise activities to match this preference. For example, staff initiate children's interest in letters by encouraging them to create the shapes of letters using skipping ropes.

The contribution of the early years provision to the well-being of children

The staff team are caring and supportive, which significantly contributes to children feeling safe and secure and forming trusting relationships. The key person system is embraced to ensure children's emotional needs are fully met. The 'buddy' key person system is in place to effectively ensure continuity in meeting children's needs in the absence of the main key person. Children are happy, laugh as they play and express their delight with their

achievements. They are equipped with firm foundations to develop skills for future learning. Key persons support children as they progress to their next play room in the nursery. Parents are involved in the timing and preparation for this transition. Specifically planned activities and partnership aid children's smooth transition to their next stage of education.

Staff are positive role models, they are sensitive and consistent in their approach. Consequently, children's behaviour is good. Children show a caring attitude towards their friends, for example helping to find a toy they have misplaced. Children are eager to take responsibility towards their environment as they willingly help staff tidy away and brush up the sand spilt on the floor. Staff help children express and understand their feeling. For example, children indicate how they are feeling by pointing to the low level displays showing facial expressions to reflect different emotions. Staff promote inclusive practice and they make sure each child's voice is heard and their contribution respected. They create a welcoming environment for all children and parents. Planned activities and resources help children to learn to value different aspects of their own and other people's lives.

Children learn about healthy lifestyles. They enjoy energetic outdoor play and the nursery is well resourced to support children's developing physical skills. For example, they balance on blocks, climb up slide steps and peddle bikes. Babies have their own outdoor area where they can move safely and freely. In each play room there are facilities for children to rest and relax as they wish. From an early age children attend to their self-care needs, such as toileting and putting on their coats to play outside.

Children's understanding of healthy eating is promoted through planned activities and the provision of a well-balanced diet. The nursery cook is responsible for cooking the babies' foods and special dietary requirements. The other foods are provided by an independent cater. Sessions are held for parents to sample and taste the quality of the menu provided. Recent alterations made to the menu took into account the preferences and views of the children. The nursery has been awarded the second to highest grading in the National Food Hygiene rating by the Department of Environmental Health.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded through staff's good knowledge of child protection issues and of the procedures to follow to protect children from harm. The designated officer has undertaken extended training to provide leadership in responding to safeguarding issues. Recruitment and selection procedures are followed to ensure all those working with children are safe and suitable to do so. Clear induction procedures are in place to help staff and student placements understand their roles and responsibilities. Supervision sessions offer staff support and appraisals identify their ongoing suitability and opportunities for professional development.

The evaluation process successfully involves staff, parents and children to identify

priorities for improvement. The actions and recommendation from the previous inspection have been met. Procedures are in place and implemented, to meet the action, to ensure persons who have not had criminal record bureau clearance are not left alone with children. The risk assessments and the regular practising of the emergency evacuation procedure addresses the action regarding safety practices. New initiatives will further raise the quality of the provision. For example, peer observations to extend the monitoring and analyse the quality of teaching and learning. This is in addition to the monthly manager meeting with key persons to track children's progress and to monitor the quality of the planning. The newly formed parents group will be increasingly involved in the organisation of the nursery provision.

Partnerships are highly effective at all levels. The setting is proactive and develops effective links with others to secure smooth transitions for children and to meet their individual needs. Children's progress is very good because their individual education plans include attainable targets, which are agreed collaboratively and monitored and reviewed by all parties. Parents are highly complementary about the nursery and the good progress their children make in their learning and development.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY375302
Local authority	Wirral
Inspection number	894168
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	45
Name of provider	Children First Wirral Ltd
Date of previous inspection	10/09/2008
Telephone number	01514 827625

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

