

# Harrison Day Nursery

297 Wallasey Village, Wallasey, MERSEYSIDE, CH45 3HA

**Inspection date** 08/01/2014  
Previous inspection date 18/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 beautifully resourced indoor and outdoor environments are utilised well by staff to provide a good range of learning experiences, which ensure many opportunities to extend children's knowledge in all seven areas of learning.
- Staff use good teaching techniques to support and challenge children's learning. Children are encouraged to develop their critical thinking skills as staff support them to investigate and explore their surroundings.
- The key person system ensures that children receive consistency of care. Staff are loving, sensitive and attentive to children's individual needs and know them well. Therefore, even children who have recently started the nursery feel very safe, secure and happy.
- The supportive senior management team is committed to continual improvement and regularly reviews practice in the nursery; resulting in a strong team of knowledgeable and skilled staff who care for and safeguard children very well.

### It is not yet outstanding because

- There is scope to obtain even more detailed information from parents about children's learning and development on entry, in order to further enhance staff's knowledge of children's starting points and enable them to immediately plan for how they are going to support children's progress.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the 11 playrooms and outside learning environment.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector met with the manager and owners at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, safeguarding procedures, behaviour management and discussed the self-evaluation and improvement plan with the manager.

## Inspector

Rachel Deputy

## Full report

### Information about the setting

Harrison Day Nursery is privately owned. It opened in 2000 and operates from the old bank building in Wallasey Village on the Wirral peninsular. The nursery is situated over two floors of the building and children have access to individual outside play areas. There is an office for administration purpose on the top floor of the premises. The nursery serves the local community and wider area. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 167 children on roll, all of whom are within the early years age range. The nursery is in receipt of funding for early education for two-, three- and four-year-olds. The nursery currently supports children with special educational needs and/or disabilities. There are 31 members of staff, including two managers, who work directly with the children. Of these, four staff members hold National Vocational Qualification at Level 4, 18 staff members hold appropriate qualifications at level 3 and two staff members are unqualified. The nursery manager has a degree in managing children's services in childcare. The nursery is supported by the local authority and is a member of the National Day Nursery Association.

### What the setting needs to do to improve further

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

- increase the opportunities for parents to contribute to initial assessments about what children can do at home and use this shared knowledge to fully identify children's starting points.

## Inspection judgements

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

A key strength of the nursery is its beautifully resourced environment, which is stimulating and inviting to young children; as a result, children enter with confidence and enthusiasm because the thoughtful layout enables children to make independent choices about what they want to play with. The playrooms are well organised into areas of continuous provision, which are linked effectively to all areas of learning and development. Staff have a very good knowledge and understanding of the Early Years Foundation Stage, as a result, teaching across the nursery is very strong. Each child has their own learning journal, which is maintained by their key person and contains observations, planning and assessments of the children throughout their time in the nursery. Assessments are shared regularly with parents, who attend informal meetings with their child's key person, where they are given ideas about how to extend children's learning at home.

Staff effectively use ongoing assessments to measure the children's progress. As a result, they are able to identify gaps in learning and plan appropriate next steps to support all children to make good progress. However, there is scope to improve the information obtained from parents when children first start at the nursery, to build a clearer picture of what children can already do. Staff effectively use observations to get to know the children's interests and collect information regarding their learning styles. As a result, children are provided with well-planned, purposeful and challenging activities which sustain their interest. For example, a small group of children learn about colour mixing as they paint in the creative area. This supports their understanding of cause and effect as they notice the changes in colour and discuss it among themselves. It also helps children to develop their physical skills as they pour their own paint and manipulate the paintbrushes to make different marks, expressing their creativity.

The quality of teaching is good; staff place a strong emphasis on supporting children's early language development and skilfully encourage children to speak as often as possible. For example, they ask children insightful questions which prompt them to think and use their imaginations. In the role-play area, children pretend to be superheroes and staff ask them, 'What kind of things could I do to become a hero?' This prompts lots of thought and discussion about what a hero is and children explain that heroes, 'do good things and they help people'. This helps children to consider their own behaviour and that of their peers. Staff skilfully expand this discussion to provide further learning opportunities, by asking children to think about what their faces look like when they are happy and someone is kind. They look in the mirror together and talk about different facial expressions. This helps children to recognise their own feelings and emotions, which in turn develops their emotional security because they are able to express themselves. In the baby room staff are very responsive to babies first attempts at speech, they sit with babies and repeat the sounds they make, encouraging them to continue to babble. Babies are provided with strong opportunities to explore with all of their senses as they explore the sensory room with the support of their key person. Their physical skills are developed as they are encouraged to reach out and grasp stimulating resources, such as textured balls which light up. Overall, children gain the key skills needed to support their future learning.

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

The quality of care that children receive is excellent and the highly effective key person system and effective deployment of staff contributes significantly to children's emotional well-being and sense of security. Effective settling-in procedures ensure that children who are new to the nursery develop a strong sense of belonging. Good quality information is obtained from parents about children's needs and some key staff move rooms with children if needed to support their transitions through nursery. Consequently, children settle very quickly, as they are warmly greeted by sensitive, caring, friendly staff who know them well and are able to respond to their needs. For example, parents are encouraged to bring in comfort items for younger children, such as blankets and teddy bears and staff use these effectively, recognising when children may need something familiar from home to comfort them.

Staff respond to children's behaviour positively and appropriately. For example, they

recognise that some children have difficulty sharing and taking turns and support them in doing this reinforcing the behavioural expectations. Children's behaviour is good and staff offer regular praise and encouragement, promoting their self-esteem. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. They access toys that reflect diversity, enabling them to respect each other's differences and they engage in a variety of fundraising activities, developing their awareness of the importance of helping others.

Children learn about the importance of following a healthy lifestyle as they talk about healthy eating during sociable meal times. The nursery menu is nutritional and balanced and children happily taste a variety of healthy meals. For example, for lunch they enjoy butternut squash casserole and talk about how vegetables help them to grow up 'big and strong'. Children wash their hands before eating and demonstrate their understanding of why this is important as they talk to each other about washing their germs away 'down the plug hole'. All children have opportunities to enjoy some fresh air every day, young babies are taken out in pushchairs for walks in the local park and older children play in the garden or visit their local church. Children enjoy music and movement sessions in the garden where they jump on the spot, hop on one leg and dance, learning to use their bodies in different ways. They are learning to recognise their own needs and stay rehydrated as they tell staff they will need a drink of water after their busy exercise session. Staff use opportunities when children play outdoors, to reinforce how to use equipment safely. Opportunities like these, support children in taking safe risks, under close supervision, learning how to protect themselves from harm.

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

The experienced management team at the nursery demonstrate a firm understanding and knowledge of how to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. All staff have a thorough understanding of safeguarding and what to do should they have concerns about a child in their care. Staff talk confidently about how to report any concerns to the relevant bodies, such as the local authority safeguarding team and have undertaken safeguarding training. All staff have a good understanding of the policy and procedure to follow should they have concerns about children's welfare. The manager is the designated person for safeguarding and has received appropriate training to support her in this role. The robust recruitment procedure in place ensures that staff are suitable and safe to work with children. All staff receive a full induction to ensure that they understand all of the nursery's procedures. Annual appraisals and regular staff supervisions as well as regular team meetings take place, to monitor the continued professional development, conduct and training needs of staff. The manager ensures that the correct staff to child ratios are adhered to at all times and that staff are effectively deployed. This results in children being well supervised and helps to ensure that their individual needs are well met. Effective policies and procedures, including risk assessments contribute to maintaining a welcoming, safe and well-organised nursery.

Managers monitor the educational programmes well, so that children receive interesting and challenging learning experiences. The progress of individual children is accurately monitored and managers consistently check all progress reports, including the progress check at age two, before they are sent to parents. Self-evaluation takes into account the views of parents recorded in parent questionnaires and during parents' evenings and sets clear and appropriate targets for improvement. For example, the recent expansion of the nursery has been managed well to provide a larger, highly stimulating environment for two-year-old children. However, as previously stated, there is scope to consult further with parents when children first attend the nursery to strengthen the information obtained about children's starting points. The nursery is well aware of the importance of developing links with the other providers of the Early Years Foundation Stage where children attend more than one nursery. The nursery has links with schools to support the exchange of information to meet children's needs and facilitate their transfer to other provisions.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

<b>Unique reference number</b>	306398
<b>Local authority</b>	Wirral
<b>Inspection number</b>	945603
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	87
<b>Number of children on roll</b>	167
<b>Name of provider</b>	Harrison Day Nursery Limited
<b>Date of previous inspection</b>	18/07/2011
<b>Telephone number</b>	0151 512 1046

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## 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, which are usually the childminder's 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.

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