

<b>Inspection date</b>	6 July 2017
Previous inspection date	23 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Since the previous inspection, the nursery has experienced a period of instability. There have been a number of changes to the management structure and staff team. As a result, the quality of children's assessment and some areas of teaching have declined
- Staff working in the pre-school room are not ensuring that children acquire all of the key skills that prepare them well to start school. Staff do not always help children to develop their self-help skills and personal hygiene, for example by encouraging children to wash their hands after mealtimes.
- Although staff observe children's individual learning needs, some children's assessments are not always accurate. As a result, the systems for tracking children are somewhat unreliable and do not give an accurate picture of what children know and can do.
- Children have too few opportunities to learn about different people and communities, which limits their understanding of the wider world.

### It has the following strengths

- 'Super Heroes' have been introduced to encourage boys to gain an interest literacy. The learning environment is rich in text and mathematical ideas.
- Leaders have identified weaknesses in practice and they are taking prompt action to address under-performance. They have also introduced detailed development plans, which clearly identify areas for improvement.
- Leaders have used the early years pupil premium funding to provide extra support for children who it need most. For example, they have identified the need for more resources in technology to enhance children's interest.

## What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ ensure that observation and assessment procedures are sharply focused and give an accurate picture of what children know and can do	28/07/2017
■ ensure that children have opportunities to learn about the wider world and different people and communities	28/07/2017
■ ensure that children have sufficient opportunities to develop an awareness of personal hygiene.	28/07/2017

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector reviewed a wide range of documentation, including action plans and visit notes from the local authority.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Alison Frances Tranby

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff are fully aware of the possible signs and symptoms of abuse, which contributes significantly to children's safety and well-being. All staff have completed child protection training, this keeps their knowledge up to date. Leaders acknowledge that the quality of practice of teaching has declined since the previous inspection and some improvements have already been made. For example, leaders' monitoring of underperformance have been introduced. This has not had an impact yet on all areas of practice as some children's progress and tracking records are not completed accurately. The manager has not got an accurate overview on the quality of practice, as a result some children's progress and tracking records are not completed accurately.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable. Where teaching is strong, children show good levels of engagement and embrace the learning opportunities provided. For example, pre-school children create their own construction site, building a house. They measure spaces and are able to reliably recognise and count numbers. Younger children thoroughly enjoy emptying and filling different sized containers with soil and water in the outdoor café. This activity generates lots of discussion and also supports children's developing awareness of numbers, space and measure.

### **Personal development, behaviour and welfare require improvement**

Staff praise children and discuss the impact of their behaviour. This promotes a good understanding of appropriate ways to behave. All areas of the nursery are clean and well-presented. Children have lots of opportunities to link their home life with nursery. They regularly take reading books home and are encouraged to share interests about their home life in the setting. As a result partnerships with parents are good. The toilet routine for older children does not sufficiently promote personal hygiene and independence. Key worker systems work well. Babies feel secure due to their individual care needs and routines being reflected in the nursery environment. Staff work in partnership with outside agencies to support children who need additional help. Children have meals and snacks that are healthy and nutritious. Therefore children are learning about health living.

### **Outcomes for children require improvement**

Children, generally, work within the range of development typical for their ages. The quality of teaching and assessment is variable and as a result, the systems for tracking children are somewhat unreliable. Leaders have recently introduced reviewing systems in relation to staff planning and assessment of children's learning and development. It is too early to see the impact on outcomes for children.

To some extent, pre-school children are adequately prepared for their move on to school. Staff work in partnership with local schools, for example, by supporting children to develop their numeracy and literacy skills. Children display good levels of confidence and can managing their own behaviour.

## Setting details

<b>Unique reference number</b>	EY390214
<b>Local authority</b>	Sefton
<b>Inspection number</b>	1096152
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Maitland Nurseries Limited
<b>Registered person unique reference number</b>	RP909287
<b>Date of previous inspection</b>	23 June 2014
<b>Telephone number</b>	01519 311 853

Griffin Day Nursery was registered in April 2009. The nursery is one of two settings run by a private company and operates in the Sefton area of Merseyside. The nursery opens from Monday to Friday from 8am until 6pm all year round, with the exception of bank holidays. The nursery currently employs 13 childcare staff including the manager, who holds a level 5 qualification. Six staff hold level 3 qualifications. The setting provides funded early education for two-, three- and four-year-old children.

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