

Inspection date	5 January 2018
Previous inspection date	6 July 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her team have worked hard to address previously weaker areas of practice. With the help of local early years advisers, they have strengthened the assessments of children's learning. Staff accurately monitor children's development and the manager identifies where children's progress could be even better.
- Staff have very good teaching skills. They give children time to think things through and are adept at helping them to solve problems for themselves. For example, children wonder how they can stabilise three sticks to make a tent for elves. Through trial and error, they eventually succeed by using sticky tape.
- Children have many opportunities to develop writing skills. For example, they paint on walls with water, write on the pavement with chalk and draw plans before they create works of art. Activities for younger children help to develop their hand-to-eye coordination.
- Children enjoy spending time with staff who know them well. Staff are kind, nurturing and sensitive to children's needs. Children respond well to their positive approach. They seek out staff for a cuddle and listen when they are gently reminded to play safely.

It is not yet outstanding because:

- On occasion adult-led planned activities do not clearly identify the specific learning intended for individual children.
- Partnership with the adjacent school is good overall. However, specific learning information about children who attend both settings is not sufficiently detailed to ensure planned activities always complement each other.

What the setting needs to do to improve further

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

- identify more specifically, the intended learning for individual children during adult-led, planned activities
- find out about the activities children are involved in at the other settings they attend, so that a more coordinated approach to their learning can be fully implemented.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and her deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views in written feedback.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The management team accurately evaluates the overall effectiveness of the nursery. The team has a clear action plan and continues to strive for improvement. The well-qualified managers access regular training and are supported in their professional development. For example, training in assessment has helped staff to accurately identify what children need to learn next. Staff also use research to develop specific projects. Staff knowledge of child protection is good; they prioritise children's safety and well-being and ensure all requirements are met. Safeguarding is effective. Partnerships with the local authority and other settings have a positive impact. Children's progress is moderated and good practice is shared. Parents and staff share information about children's learning. Parents are especially pleased with their children's progress and developing confidence.

Quality of teaching, learning and assessment is good

A recent decision to stop admitting children under the age of two has led to changes in the environment. The newly separate pre-school room has been planned exceptionally well and much thought has been given to how individual children like to learn. Children have access to a varied and challenging range of activities. Children develop artistic skills and enjoy creating art in the environment using a wide range of natural and man-made resources. Staff are skilled at drawing out learning during children's free play. Staff help children to recognise initial sounds that letters represent, they model counting and help children identify numerals and estimate quantity and weight. Children enjoy traditional stories and small-group games with puppets and props. Staff help children to become aware of people whose culture or beliefs are different from their own. They actively promote positive gender roles and share each other's unique family experiences.

Personal development, behaviour and welfare are good

Children are helped to establish good hygiene routines. For example, staff sing a handwashing song and support younger children to wash their hands before eating and after playing outside. Children develop good levels of independence. For example, pre-school children make their own play dough and younger children put on their own coats and wellington boots. Mealtimes are relaxed and sociable. Staff sit and eat with children, encouraging them to try new foods. Children use appropriate cutlery, pour their own drinks and choose what they want to eat. Children get plenty of fresh air. They run about and get out of breath and enjoy digging in the sand or balancing on blocks. Children work cooperatively, they move blocks to create a longer track or roll a cable drum to each other. Children play well with each other and are well behaved.

Outcomes for children are good

Children make good progress, especially in speaking. They demonstrate curiosity and creativity and are able to persist with tasks, such as moving heavier items or figuring out how to join things together. They listen and confidently contribute to small-group activities. They are developing the skills they will need for their eventual move on to school.

Setting details

Unique reference number	EY390214
Local authority	Sefton
Inspection number	1109580
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	32
Number of children on roll	45
Name of registered person	Maitland Nurseries Limited
Registered person unique reference number	RP909287
Date of previous inspection	6 July 2017
Telephone number	01519 311 853

Griffin Nursery registered in April 2009. The nursery is one of two settings run by a private company. The nursery opens from Monday to Friday, from 8am until 6pm, all year round with the exception of bank holidays. The nursery currently employs 11 childcare staff including the manager, who holds a qualification at level 5. Six staff hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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