

Harrison Day Nursery

297 Wallasey Village, Wallasey, Merseyside, CH45 3HA



Inspection date

8 February 2018

Previous inspection date

7 September 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has taken swift action to address the action raised during the last inspection. They have worked closely with the local authority improvement officer to review and update the safeguarding procedures.
- Good systems are in place to monitor children's progress across the nursery and identify gaps in their learning. A range of intervention sessions is planned to help support children making less progress with their learning, including language and communication groups. Children make good progress in their learning.
- Staff create a warm and highly stimulating environment indoors and outside. Children have a wealth of opportunities to explore, investigate and solve problems. Staff are very flexible and responsive to children's needs, and encourage them to make choices and follow their interests.
- Staff are excellent role models. They consistently praise children's achievements and promote their self-esteem. Children display high levels of confidence and learn how to form positive friendships. They are extremely happy and settled in the nursery.
- Partnerships with parents are well established. Staff work with parents from the start to support children's care needs and all-round development.

It is not yet outstanding because:

- New procedures for staff supervision are not yet fully effective in raising the quality of teaching to the highest level.
- Occasionally, some staff do not make the most of opportunities to extend children's critical-thinking skills further.

What the setting needs to do to improve further

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

- embed the new systems for staff supervision and provide staff with more targeted support to help raise the quality of teaching to the highest level
- make the most of opportunities to challenge and extend children's critical-thinking skills further during activities and discussions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. ?
- The inspector completed a number of joint evaluations with a member of the management team. ?
- The inspector held a number of discussions with the provider, management team and staff. She looked at relevant documentation, including policies and evidence of the suitability of staff. ?
- The inspector spoke to children during the inspection. ?
- The inspector spoke with parents during the inspection and took account of their views. ?

Inspector

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff display a secure understanding of the setting's child protection policies and how to promote children's welfare. All staff have completed recent safeguarding training to ensure their knowledge of local authority reporting procedures and government guidance is up to date. Staff are vigilant and encourage children to consider their own personal safety when engaged in activities. The management team regularly evaluates the quality of provision and welcomes the views of parents. Staff share ideas for improvements to the learning environment during team meetings and reflect on the impact of changes. The management team develops targeted action plans and implements fresh ideas. Strong links have been established within the local community and with nearby schools. Good-quality information is shared with schools to help support children's transition.

Quality of teaching, learning and assessment is good

The well-qualified staff team plans a wide range of stimulating and exciting learning experiences. They understand how to build on children's interests and support their next steps in learning. Children's communication and language skills are promoted effectively. Staff use a range of strategies to support children's developing speaking and listening skills. Children show high levels of enjoyment when taking part in modelling activities and messy play. They investigate a range of natural and real-life resources during role play. Staff ensure regular information about children's learning and progress is shared with parents. They provide parents with books and resource packs to take home.

Personal development, behaviour and welfare are outstanding

The key-person system is highly effective. Children form close bonds with staff and display extremely high levels of well-being. Staff have an in-depth understanding of children's individual needs and how to meet these. They tailor learning experiences and ensure children's voices are considered. Children's behaviour is exemplary. They treat each other with respect and take pride when helping staff with simple jobs. Children learn how to handle delicate objects and develop a keen sense of care and responsibility. Staff carefully plan for children's physical development and skilfully promote their understanding of healthy lifestyles. Children have an exceptional range of opportunities to learn about the local community, people and wider world. For example, they attend events in the local church and take part in weekly language classes.

Outcomes for children are good

Children are curious and inquisitive. They spend long periods of time engaged in activities and display a positive attitude towards learning. Children develop an interest in early literacy and reading. For example, they discuss the differences between information and story books and experiment with making marks. Staff encourage children to recognise numerals and count objects during play. Children are developing the key skills required for their next stage in learning and future move to school.

Setting details

Unique reference number	306398
Local authority	Wirral
Inspection number	1113851
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	95
Number of children on roll	143
Name of registered person	Harrison Day Nursery Limited
Registered person unique reference number	RP910266
Date of previous inspection	7 September 2017
Telephone number	0151 512 1046

Harrison Day Nursery registered in 2000. The nursery employs 27 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 and above, including five who are qualified at degree level or who hold early years teacher status. The nursery opens from Monday to Friday, all year round, except for Christmas and bank holidays. Sessions operate from 8am until 6pm.

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