

# New Brighton Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY335779
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<b>Inspector</b>	Eileen Rigby

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

New Brighton Day Nursery was registered in 2006 and is run by Wirral Borough Council. It operates from a designated area within New Brighton Children's Centre, Mount Primary School in Wallesey, the Wirall. Children have access to a secure outdoor area. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year, excluding bank holidays.

A maximum of 56 children in the early years age group may attend the setting at any one time. Of whom 24 may be under two years. There are currently 78 children on roll all of whom are in the early years age group. The setting is in receipt of funding for free early years education. The setting is registered on the Early Years Register and supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 16 members of staff who work directly with children. Of these one has achieved Early Years Professional Status, three are qualified at level 6 in early years, three are qualified at level 5 in early years and nine are qualified at level three in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident communicators and enjoy the time they spend in this bright, inclusive setting. They are able to access a wide range of purposeful and developmentally appropriate activities. Staff have warm, caring relationships with children. An effective planning system is in place and children's welfare needs are generally well met. Children become independent and make good progress in their development and overall partnership with parents and carers is developing well. An effective system of self-evaluation identifies and supports areas for further development so demonstrating a good capacity for continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the risk assessment covers everything with which a child comes into contact, including the nappy changing process
- develop further systems to involve parents and carers as part of the ongoing observation and assessment process, with particular regard to children's learning journeys.

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

Staff have a good knowledge and understanding of safeguarding procedures. Consequently, children are well protected. The setting operates a strong staff recruitment system to effectively check staff's suitability to work with children. Generally effective annual and daily risk assessments maintain a safe environment. Procedures for changing children's nappies are usually adhered to well. However, risk assessments currently do not effectively cover the nappy changing process to ensure all staff consistently follow effective hygiene procedures. Staff are effectively deployed and work well together as a team displaying friendly interactions with children and peers. They are good role models and use the vast array of resources very well to offer a wide range of activities and experiences for all children.

Equality and diversity are promoted well through a range of activities and resources, which promote positive images of different cultures, gender and disabilities. Key people at the setting work well with parents and carers to ensure they have a secure understanding of children's individual needs, likes and interests. These relationships are particularly beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. Staff have recently introduced new strategies to further involve parents and carers in the ongoing observation and assessment process, with particular regard to their input in their child's learning journey. However, these are not yet fully developed. Strong links have been forged with external agencies to ensure the individual needs of children are fully met. Links with local schools and other settings support a smooth transition for children.

The management team are committed to maintaining and improving practice. Along with their team of staff they follow a good self-evaluation process, which includes input from parents, carers and other early years professionals. The recommendations raised at the previous inspection have been positively addressed. This has a positive impact on raising outcomes for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are motivated, interested and make good progress in their learning and development. They are independent and active learners and thrive in a stimulating and spacious environment. Good use is made of the daily routine to help develop many aspects of children's learning. For example asking children to guess how many grapes would fit in a bowl helps to develop children's problem solving skills. Children enjoy a wide range of activities to stimulate communication and language and make the most of many communication friendly spaces and books.

Meal and snack times are social occasions. Children choose from healthy options, such as chicken curry, fruit, milk and water. They then serve themselves and one another. Children have a good awareness of the benefits of regular exercise and

adopting healthy lifestyles. For example, one child explained that fresh air and running makes you strong. They make the most of the outdoor area which offers shelter and shade. Activities outdoors encompass and promote many areas of children's learning. They particularly enjoy climbing on the tyres and are resourceful as they use different materials to adapt the area. Children have opportunities to plant, nurture, pick and eat vegetables they have grown. A 'Bug Hotel' has been created made up of twigs and wood to encourage children to find and study mini beasts, which extend their knowledge of the living world. Babies especially enjoy the freedom and texture of the new grassed area.

Children's behaviour is good as staff are consistent in their approach and put into practice appropriate strategies to manage challenging situations. Most children are kind and considerate to each other and are willing to share equipment and take turns. Children's understanding of the wider community and keeping safe are well fostered by visits from local community workers. For example, a police officer discussed the dangers of straying on to railway lines. Children have many exciting opportunities to help promote their awareness of information and communication technology. Cameras, tape recorders, programmable toys and a computer are freely available and help to promote many aspects of children's learning. Such positive experiences successfully help children develop skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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