

General Day Nursery & After School

42-50 Sherdley Road, St. Helens, Merseyside WA9 5AB



Inspection date	22 January 2019
Previous inspection date	10 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 dedicated management team are passionate about the nursery. They complete detailed evaluations of the provision and seek the views of parents, staff and children as part of this process. The management team monitor the impact of any changes made as they continue to strive to enhance the provision even further.
- The management team have a robust system for monitoring all children's progress. They quickly identify areas of learning where children are at risk of falling behind and take swift action to put measures in place to address them. For example, the strong focus on mathematical development is helping children to catch up with their peers.
- Experienced staff support children with additional needs well. Other professionals state that they value the detailed information staff provide and praise them for promptly putting agreed early interventions in place. As a result, all children, including those who require extra support, make good progress.
- Staff are positive role models. They are polite and respectful to children and praise them for using good manners at mealtimes. Children show kindness to their friends, such as sharing toys and making a space for them to sit down.
- There is a strong focus on supporting children to develop their literacy skills across the nursery. For instance, younger children enjoy singing nursery rhymes and using their fingers to make marks in porridge. Older children practise writing their name and enjoy identifying words that rhyme in familiar stories.
- Staff do not always effectively gather sufficient information from parents about children's ongoing learning and development at home, to fully support a consistent, shared approach to children's learning.

What the setting needs to do to improve further

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

- devise better ways of gathering information from parents about children's learning and development at home, to fully support a consistent, shared approach to children's learning.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the deputy manager and discussed the impact on children's learning.
- The inspector interacted with children and staff at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of staff.
- The inspector discussed children's learning and progress with key persons, including their next steps and children's interests.
- The inspector spoke to parents and took their views into consideration.

Inspector
Sue Smith

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff confidently identify a range of signs that may indicate a child is at risk of harm. They clearly describe the action they will take if they have any concerns. Staff's safeguarding knowledge is regularly monitored to ensure that it remains up to date. Staff complete risk assessments which further help to keep children safe. This is demonstrated when staff decide it is too icy for children to play safely in the outdoor area. There is a robust system for supervision and monitoring staff performance. The management team encourage staff to access further training to build on their existing skills and knowledge. This has a positive impact on children. For example, training on mathematical development has supported staff to have a sharp focus in this area.

Quality of teaching, learning and assessment is good

Experienced staff support children well to develop the key skills they need. For example, staff encourage younger children to count as they enjoy scooping sand into a bucket. She discusses filling the empty bucket to the top as she describes what they are doing. As older children enthusiastically sing number rhymes, staff ask them to estimate how many elephants there will be when they add one more. Babies enjoy using their senses to learn about the world around them. This is demonstrated when they explore a tray of natural materials and experiment with sound as they shake bells. Children have good opportunities to be active. For instance, younger children enjoy crawling and dancing to music. As older children excitedly join in with action rhymes, they observe that their hearts are beating faster and they are becoming hot. Staff remind them to drink plenty of water when they exercise. Older children also have opportunities to take part in more challenging activities, such as rugby.

Personal development, behaviour and welfare are good

Children form strong bonds with staff and often approach them for reassurance and cuddles. Overall, staff have good relationships with parents. Parents speak positively about staff stating that they are approachable and supportive. They value the daily written information about children's well-being and newsletters. Children begin to gain an awareness of the world beyond their own. For example, younger children giggle as they try to pick playdough up using chopsticks. Older children visit local care homes to participate in shared activities with elderly residents. Children have formed relationships with children who attend a nursery in a different part of the country and they enjoy sharing news and photographs with their friends.

Outcomes for children are good

Children are well prepared for their next stage of learning. Children confidently talk to visitors about what they are doing. They demonstrate a good level of independence. For example, younger children explore their environment. Older children take responsibility for laying tables and serving their own food. Younger children gain an understanding of how books work as they turn the pages. Older children explore letters and the sounds they represent. They use this knowledge to read simple words in familiar stories. Children begin to learn about democracy as they vote on which book to read.

Setting details

Unique reference number	315420
Local authority	St Helens
Inspection number	10065958
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	96
Number of children on roll	47
Name of registered person	Dew, Helen
Registered person unique reference number	RP909586
Date of previous inspection	10 September 2015
Telephone number	01744 454 111

The General Day Nursery & After School registered in 1995. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, with the exception of one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. A holiday school provision for older children is also offered.

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