

# Waverton House Day Nursery

41 Church Road, Wavertree, Liverpool, Merseyside, L15 9ED

## Inspection date

Previous inspection date

18/12/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The nursery provides an inspiring, welcoming and stimulating environment. The enthusiastic and caring staff team ensure that children are exceptionally well supported in all areas of learning and development.
- Highly effective teaching strategies are in place to help children develop early language and communication skills and to support their physical, personal, social and emotional development. As a result, all children are extremely well prepared for their next stage in learning, including school.
- The dynamic and innovative ethos of the nursery is evident in all areas both inside, and outdoors. The children enjoy highly nutritious meals. As a result, children's health and well-being needs are exceptionally well met.
- Leadership is inspirational. An astute and well-targeted programme of professional development always focuses on impact for children, which means that all children make excellent progress from their starting points.

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### Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### Inspection activities

- The inspector checked all relevant documentation and looked at requested policies and procedures including those for safeguarding and recruitment of staff.
- The inspector looked at children's records, learning journals and observation, assessment and planning documentation.
- The inspector checked evidence of staffs' suitability to work with children, the nursery's self-evaluation form and the development and action plans in place to secure continued improvement.
- The inspector spoke with the nursery manager, the nursery owner, individual staff and children at appropriate times throughout the inspection and carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day and from written comments.

### Inspector

Lynnette Kobus

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**Full report****Information about the setting**

Waverton House Day Nursery was registered in 2013 on the Early Years Register. It is situated in the Wavertree area of Liverpool and is managed by a limited company. The nursery serves the local area. It operates from a three-storey detached building. There is a large enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 17 hold an appropriate early years qualification at level 2 or 3 and one member of staff has Early Years Professional Status. The nursery also employs four apprentices who are working towards a level 3 qualification. The nursery opens Monday to Friday from 7.30am to 6pm, all year. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities and children for whom English is an additional language.

**What the setting needs to do to improve further****To further improve the quality of the early years provision the provider should:**

- enhance the already exceptional environment, for example, by always arranging displays so that they are all at children's eye level.

**Inspection judgements****How well the early years provision meets the needs of the range of children who attend**

Teaching is outstanding. Staff have excellent skills and knowledge of the learning and development requirements and a superb understanding of how children learn. As a result, children thrive and are well motivated to learn in this extremely high quality setting. Staff provide an exciting, stimulating and extremely well organised environment, both indoors and outdoors. This ensures that all children make rapid progress in all areas of learning and development. Children consistently demonstrate the characteristics of effective learning. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. Furthermore, very strong links with parents, who fully contribute towards learning activities, mean that children are exceptionally well prepared for school and their next stage of learning. Staff really value the way children choose to move and provide lots of opportunities for children to be outside in all weathers. Babies engage in varied physical experiences as they bounce, roll, squeeze and throw. Staff support and encourage them to stand and walk using furniture and toys in their playroom. Older children show good

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control and coordination in large and small movements. They move confidently in the outdoor area and handle equipment, tools and resources effectively, for example, with pencils, paintbrushes, construction kits and gardening outdoors. As a result they develop their physical skills. Children develop their knowledge of technology and understand that information can be retrieved from computers. For example, they competently use computers and toys, which demonstrate 'cause and effect'. Staff provide an excellent range of resources and there is a sharp focus throughout the nursery to promote all areas of learning and development.

Children develop their communication and language skills as they show interest in familiar sounds. Staff encourage them to repeat familiar words and give opportunities for children to speak and listen in their own language in order to participate fully. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. This is because staff are highly knowledgeable and well-trained, therefore understand individual children's learning needs. A range of resources, to support children who have special educational needs and/or disabilities or English as an additional language, ensures that all children's language and communication needs are met. Older children read and write as appropriate for their stage of development and they particularly enjoy using their own alphabet system, which consists of photographs and letter sounds matched to the children's interests. The staff are inspirational in how they encourage children to be imaginative and make connections in their thinking. For example, as children eat their healthy foods and drink, they are keen to water plants in the garden. The children then make up their own stories about 'magic glitter' in the garden for Christmas. Staff let the children develop their own stories, intervening to add language and 'I wonder' questions, which means that children are consistently motivated and enthusiastic to learn. However, there is scope to reconsider the positioning of the displays, to ensure that children have maximum opportunities to enhance and consolidate their learning even further.

Teaching is extremely effective and assessment procedures are rigorous, meticulous and highly comprehensive. Staff are dynamic and enthusiastically plan learning using the information gathered from parents on entry to the setting. Each child is assigned a key person to be responsible for their development, routine care practices, and liaison with parents. Every child has an individual profile and a record of learning that is first class. Staff have a wealth of knowledge of every child's needs and future needs. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Parents chat on a daily basis and during parents evenings. They contribute to learning stories, that are sent home on a regular basis as a communication tool. As a result, excellent relationships are actively contributing to children's learning and progression.

**The contribution of the early years provision to the well-being of children**

Staff support children to feel extremely secure and comfortable with routines and there are superb, close relationships with children and their key person. Children respond to appropriate boundaries with dynamic encouragement and support. They fully engage in their activities and experience very rich, varied and imaginative learning opportunities. To

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help prepare children getting ready for school, staff work closely with local schools and have devised very effective transition strategies in partnership with parents. Relationships with parents are exemplary and make a highly innovative contribution to meeting all children's needs. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures that all children form positive and trusting relationships. Children settle well, because staff find out very meaningful information from parents about their child, to ensure all children's needs are known and effectively met.

Staff effectively promote children's independence and sense of responsibility through a fantastic balance of child-initiated and adult-led experiences. For example, at mealtimes, children help to serve their own meals and choose from a very healthy, highly nutritious menu. Children enjoy the meals and all eat competently, using appropriate cutlery. Staff act as excellent role models, helping children to learn how to be healthy, such as washing their hands before lunch and positively promoting healthy foods. Children are able to manage their own self-care appropriate to their age because staff provide highly effective guidance and give them time to complete tasks. For example, children competently serve themselves a range of foods and pre-school children take it in turns to be lunch monitors, which helps them prepare for school.

Staff role model and use positive communication strategies, to help children understand about acceptable behaviour. Behaviour management training is extremely well embedded and staff share their excellent knowledge to support parents' understanding of positive behaviour management. Consequently, children's behaviour is outstanding. Children learn about keeping safe through highly effective teaching strategies. For example, staff role-model very effectively how to develop ways of challenging learning and development, safely. For example, completing an 'obstacle course' and encouraging bees into the garden, children learn how to understand the world in a well-organised, risk assessed environment. This ethos is consistent throughout the nursery, resulting in outstanding progress in personal social and emotional development for all children.

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

Safeguarding procedures are outstanding. All staff prioritise children's safety and have an excellent awareness of safeguarding issues. They are competent in the procedures to follow and who to contact in the event of any concerns about children or colleagues. Staff are fully aware of the nursery's designated child protection managers and the process to follow if they are concerned about any issues within their practice. Managers continue to monitor staff performance within the nursery rooms and ensure that staff are deployed effectively according to qualifications and experience with specific age groups of children. All staff have undertaken safeguarding training externally and all staff follow strict procedures and policies to protect children at all times. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Extensive risk assessments for all areas of the building, the outdoor area and resources ensure children's safety remains paramount. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. Extensive support and liaison

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with a wide range of professionals has enabled staff to implement the Early Years Foundation Stage with significant confidence. As a result, they have an excellent understanding of the requirements to effectively monitor all children's skills, abilities and progress. Interventions are sought at the early stages to identify any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and relevant support services involved.

Leadership is inspirational and self-evaluation is well-documented and highlights the strong emphasis on maintaining high levels of achievement for all children. Strengths and weaknesses are clearly identified and focused improvement plans are in place to secure continuous improvement. The process for self-evaluation within the setting incorporates the views of staff, children and parents. The staff team share a vision to provide an excellent service for the children and their families thus making a positive difference to their lives. They are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through high quality systems for professional supervisions, peer observations, staff's self-appraisals and discussions during meetings with the managers and the early years teacher. The system of evaluation of staff performance through peer observation is robust and fully encourages staff's continued professional development in order to learn through honest and critical reflection. A wealth of training for all staff, has contributed towards the successful implementation of the Every Child a Talker programme, Elizabeth Jarman 'communication friendly spaces' training and Health Promotion in the Early Years.

Highly effective partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs effectively. There are excellent relationships with health visitors due to the commitment of the manager in ensuring that an holistic approach to supporting all children's needs is in place. The nursery work closely with the local early years team who provide training and support. Other professional agencies are involved with the nursery. Staff have excellent relationships with parents. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how children learn. Parents contribute extensively to the initial assessment of their children's starting points on entry. They are also provided with a variety of opportunities to support and share information about their children's learning and development at home. Children are extremely well prepared for their next stage in learning and well prepared for their transition to school. Targeted learning programmes and children's development is shared with other providers. As a result, there is consistent, secure support for children with any identified needs and therefore all children's needs are extremely well met.

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**What inspection judgements mean**

**Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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**Inspection**

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

**Setting details**

<b>Unique reference number</b>	EY463653
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	924747
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	79
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Waverton House Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0151 734 2302

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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