

Waverton House Day Nursery

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



Inspection date	14 August 2019
Previous inspection date	18 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Leaders demonstrate ambition and a commitment to providing a high-quality service for children. Their frank and accurate reflection on their practice means well-chosen plans for improvement are in place. Staff demonstrate a sense of pride in their role and a happy team spirit. This creates a pleasant place for children to be as they learn and flourish.
- The nursery is clean and well organised. Toys and equipment are arranged in an inviting manner that encourages children to explore their world. The outdoor play spaces allow children to engage with their natural world. For example, children splash in puddles, climb to extend their physical dexterity, and join their friends in imaginative play.
- Key-person systems support children's emotional development and sense of security effectively. Children arrive eager and are happy and excited to share their thoughts with adults who they are clearly at ease with.
- Staff have a wide range of experience and many have high-level qualifications. Their teaching is good, and they conduct regular observations and create activities that are based on the children's interests. This helps to enthuse children and engage them in more fulfilling play and learning. Managers monitor the accuracy of staff assessments.
- Partnerships with parents are very good. There are highly effective procedures for supporting parents to engage with other professionals to access any additional support their children may need. Children with special educational needs and/or disabilities (SEND) and those with specific health needs receive high standards of care and support. As a result, all children gain the support they need to make good progress.
- The arrangements for staff development do not focus specifically on what each member of the team needs to do to develop their teaching to its highest level.
- On some occasions, staff do not listen with enough focus, to allow them to respond and reshape discussions to help children to deepen their learning as they play.

What the setting needs to do to improve further

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

- refine staff supervision and monitoring, to identify precisely any individual development needs, to help each team member raise their quality of teaching to the highest level
- support staff to develop their listening and questioning skills, to help them develop children's learning at a deeper level during activities and play.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors. He assessed the impact this has on children's learning.
- The inspector held several meetings with the owner, the manager and other members of the organisation's extended management team.
- The inspector checked the evidence of the qualifications and the suitability of the staff working in the nursery. He also looked at children's registration records, the arrangements for self-evaluation, risk assessments and complaints responses.
- The inspector spoke with children, staff, parents and carers during the inspection and took account of their views. He also held telephone conversations with parents unable to speak with him face to face.
- The inspector conducted a joint observation with the nursery manager and an informal discussion with the deputy manager about the learning taking place.

Inspector
Frank Kelly

Inspection findings

Effectiveness of leadership and management is good

The nursery premises are well organised and presented. Security is robust, and children are supervised and supported effectively by a team of highly qualified and first-aid-trained staff. Arrangements for dealing with accidents meet requirements. The nursery leaders are supported by the senior management team to promote the smooth and efficient running of the nursery. Staff recruitment is thorough. It includes vetting procedures and the seeking of references for all adults who work in the nursery. Induction procedures, team meetings and staff supervision meetings ensure staff understand their responsibilities. Safeguarding is effective. All staff have a good understanding of the child protection procedures. They know how to report any concerns they may have about a child's safety and well-being. Clear reporting procedures are understood should staff have a concern about a colleague. Partnership with parents is effective. Managers demonstrate that they attend promptly to any complaints or concerns that are raised with them.

Quality of teaching, learning and assessment is good

Staff promote children's learning through the interesting environments they have created. For instance, pre-school children think critically about how to collect rainwater and why it drips through the sail in the garden. Children experiment, for instance they roll wooden discs down a ramp. Staff extend this learning by encouraging children to think about velocity as they discuss speed and distance. Babies explore floor trays of dough. With the help of an enthusiastic adult, they keep trying to build a tower with blocks. Toddlers explore texture and use tools to make 'dinosaurs' out of recycled items. Staff allow them to explore the feel of the paint on their hands and wrists. Children are fascinated by the sensations. This helps them develop concentration.

Personal development, behaviour and welfare are good

Staff support children to be independent. Older children learn how to use the stairway to help keep themselves safe. Physical challenges include investigating the plants, climbing trees and jumping in muddy puddles. Children play outdoors in all weather types, providing them with lots of fresh air and exercise. They enjoy freshly cooked meals and snacks. Arrangements for attending to children's unique dietary needs are superb. A culture of respect is promoted throughout the nursery. Staff present positive models of behaviour and encourage respectful relationships between the children. Managers engage the support of relevant professionals to support children who have difficulties managing their emotions. This provides a consistent approach and promotes children's readiness for school.

Outcomes for children are good

Children of all ages are enthusiastic learners. Pre-school children enjoy sounding out their name as they type on a laptop. They correctly count items and form the correct number in the glitter with their finger. Children competently put on their wellington boots and fasten their own coats. All children enjoy handling and looking at books, sharing a story, singing songs and fitting puzzles together. This prepares them well, promoting their key social, physical and speaking development.

Setting details

Unique reference number	EY463653
Local authority	Liverpool
Inspection number	10119018
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	98
Number of children on roll	202
Name of registered person	Waverton House Day Nursery Ltd
Registered person unique reference number	RP902378
Date of previous inspection	18 December 2013
Telephone number	01517330199

Waverton House Day Nursery registered in 2013. The nursery employs 34 members of childcare staff. Of these, 32 hold an appropriate early years qualification at level 2,3,5 or 6. Two members of staff hold qualified teacher status. The nursery opens Monday to Friday from 7.30am to 6pm, all year. The nursery provides funded early education for two-, three- and four-year-old children.

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