

Inspection of Waverton Day Nursery - Kirkby

Richard Hesketh Drive, Kirkby, Liverpool, Merseyside L32 0TZ

Inspection date: 21 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend in this warm and welcoming nursery. They are confident learners and are highly motivated to explore the activities that staff provide. For example, children thread pasta, squeeze dough and explore textures, such as foam and flour. They stack rings from largest to smallest and enjoy completing jigsaw puzzles. Children focus intently on these activities that help them to develop their hand-to-eye coordination and fine motor skills.

Staff have high expectations of children. They consistently model kind and polite behaviour and, as such, children know what is expected of them. Older children show kindness and concern for their friends as they help each other with small tasks. They demonstrate impressive independence as they serve themselves lunch and scrape their plates when they have finished. Young children are gently reminded to share and take turns. Staff guide them sensitively, so that they are able to develop their skills, for example pouring their own drinks and helping to tidy up.

Staff have worked tremendously hard during the COVID-19 pandemic to ensure that children feel safe, secure and have good levels of emotional well-being. Existing arrangements for settling-in new children have been enhanced and staff continually encourage children to talk about how they are feeling. As a result, children are happy, confident and resilient.

What does the early years setting do well and what does it need to do better?

- Children are at the heart of everything that leaders and staff do. Passionate staff work hard to ensure that children are developing the skills that they need for the next stage in their learning. They gather detailed information about children's existing skills and work closely with parents to help children to consolidate new learning. Staff working with pre-school children have a clear plan for how they will prepare children for their move to school. However, some staff working with toddlers are less sure of the overarching curriculum intent. This means that their planning and delivery of activities is not always precise and sequential.
- Staff are committed to supporting children's communication and language skills. They have worked tirelessly to implement initiatives and activities that help children to learn new vocabulary and to develop their listening and attention skills. For example, staff have introduced a 'tap tap' box to children. They use labelling, repetition and create opportunities to support children's speaking skills as they share objects from the box. However, occasionally, staff working with babies speak too quickly and do not always give young children sufficient time to hear and absorb new words. Furthermore, staff working with toddlers do not routinely ask thought-provoking questions or use descriptive language to further

support their language development.

- Staff support children well on their nursery journey. For example, when children are ready to move to the next room, staff provide detailed information for the new key person. Children have the opportunity to visit their new room regularly. This helps them to become familiar with the new environment and new people. However, staff are not always successful in supporting children's transitions during everyday routines. For example, as children prepare to go outside, they wait for a prolonged time and become restless and upset.
- Children with special educational needs and/or disabilities receive highly tailored support to help them to make progress. Dedicated staff work closely with other professionals to ensure that children have the best possible opportunities to excel. Additional funding is targeted effectively to help children to make good progress from their starting points.
- Partnerships with parents are a true strength of the nursery and are given the utmost priority. Staff hold continual discussions with parents and share their children's achievements and next steps in their learning. Parents talk favourably about the friendly and caring staff team and how they are always on hand to offer support and advice.
- The manager is highly ambitious and dedicated to making the nursery the best it can be. She provides staff with continuous support and a wealth of training opportunities. Staff receive purposeful supervision meetings where they are encouraged to reflect and evaluate their practice and contribute their ideas to the development of the nursery.
- Although the provider failed to notify Ofsted of a change in the name of the company which operates the nursery, which is a requirement of their registration, we are satisfied that this oversight had no impact on the quality of care and education provided.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very clear understanding of their role and responsibility in protecting children from harm. The manager ensures that staff attend regular training and confirms their knowledge and understanding during staff meetings and through spot questioning. Staff describe the actions they would take if they had concerns about a child's welfare or the practice of a colleague. They complete continual risk assessments to help to ensure that children are able to play in a safe and secure environment. Furthermore, meticulous accident and medication records are maintained and recruitment procedures are robust.

What does the setting need to do to improve?

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

- develop staff's understanding of the overarching curriculum intent, so that they are consistently secure in their planning for children's learning, to promote even better outcomes for children
- strengthen further the teaching of language and communication, in particular, help staff working with young children to understand how to model language and when to give children sufficient time to think, respond and absorb the language that they hear
- help staff to consider how they can effectively support children during transitions in their daily routines, so that children do not become restless or upset.

Setting details

Unique reference number	EY555710
Local authority	Knowsley Metropolitan Borough Council
Inspection number	10174843
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	98
Number of children on roll	95
Name of registered person	Waverton House Day Nursery Ltd
Registered person unique reference number	RP902378
Telephone number	0151 548 8801
Date of previous inspection	Not applicable

Information about this early years setting

Waverton Day Nursery - Kirkby, registered in 2018. The nursery employs 21 members of staff, including the manager. Of these, two staff hold appropriate early years qualifications at level 6, two at level 5 and 10 hold an early years qualification at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager and provider. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

We carried out this inspection 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.

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