

# Eversley Nursery School

32 Penkett Road, Wallasey, Merseyside CH45 7QN



<b>Inspection date</b>	18 September 2018
Previous inspection date	16 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### The provision is good

- The manager is very committed to her role and helps staff to provide a good-quality provision for children and their families. The manager provides flexible arrangements to meet the needs of families and provide sensitive support.
- Staff work remarkably well with external professionals and value their expertise. This enables staff to provide tailored support packages for children who have special educational needs (SEN) and/or disabilities.
- Staff use observations and assessments of children's progress well to plan for their next steps in learning. This helps all children make good progress from their starting points.
- Staff, particularly those working with babies, are very nurturing and caring. Children build warm and trusting relationships with staff, which supports children's emotional well-being.

### It is not yet outstanding because:

- Leaders do not consistently monitor the quality of teaching and learning to support and develop staff knowledge and skills to the highest level.
- On occasions, during adult-led group times, staff do not ensure that children are fully engaged and able to learn most effectively.
- At times, some staff do not give children sufficient time to use their well-developed language skills to respond to questions being asked.

## What the setting needs to do to improve further

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

- continue to enhance systems for the supervision and monitoring of staff's performance and help to raise the quality of teaching to even higher levels
- focus more precisely the aims of group activities to help children become more involved to help maximise their engagement and learning opportunities
- strengthen staff's questioning techniques to ensure children are given time to respond and express their thoughts and ideas to further support their learning.

### Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspector

Alison Hobbs

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff share a clear understanding of the procedures to follow if they have concerns about a child's welfare or development. Staff carry out detailed risk assessments to identify and remove the risk of potential hazards to children. Staff encourage older children to recognise dangers and help to keep the environment safe. Children's attendance is closely monitored. Leaders and staff track the progress of individuals and groups of children. They ensure that gaps in children's learning are recognised and addressed through planning to help meet children's specific needs. Staff attend regular training which helps to update their knowledge and skills. For instance, staff now offer children additional opportunities that support their interest and understanding of mathematics.

### Quality of teaching, learning and assessment is good

Teaching is good. Staff maximise opportunities to expand on children's developing interest in information and communication technology. For example, children relish the opportunities to direct an electronic caterpillar using coding skills. They work together with staff and demonstrate a good understanding of mathematical language. Partnerships with parents are strong. Parents speak positively about the quality of the service they receive. Staff provide many opportunities for parents to be involved in children's learning. For example, staff invite parents to children's progress meetings and share ideas and activities to support further learning at home.

### Personal development, behaviour and welfare are good

A key-person system is in place which works well. Staff work with parents to gather information about children's interests and what they can already do, when they start at the nursery. This helps staff to provide children with a stimulating learning environment, inside and outdoors. Children build secure relationships with their key person. For example, key persons stay with children during their move into the next room. Staff provide a good range of opportunities for children to learn about the similarities and differences between people and communities and the wider world. Mealtimes are highly social occasions. Children confidently help to serve meals and drinks. This helps to support their growing independence and social skills. They are provided with healthy, nutritious meals prepared by the nursery cook.

### Outcomes for children are good

Children are supported from an early age to explore new experiences. They are curious about new people and keen to learn. Children develop good listening skills. For example, they listen and describe the sounds they hear during letters and sound activities. This helps children begin to identify initial letters and sounds in preparation for their future learning and school. Children develop good physical skills. For example, in the garden area they enjoy running, jumping and balancing.

## Setting details

<b>Unique reference number</b>	306385
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10066911
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Hwfa & Jennifer Jones and Paul & Judith McCarthy Partnership
<b>Registered person unique reference number</b>	RP901970
<b>Date of previous inspection</b>	16 December 2015
<b>Telephone number</b>	0151 638 0004

Eversley Nursery School registered in 1999. The nursery employs eleven members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two members of staff hold appropriate early years qualifications at level 2. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

