

Early Learners Day Nursery

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Early Learners Day Nursery was registered in 1994 and is run by an individual provider. It operates from four rooms within a converted church in Bootle, Merseyside. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 5.30pm all year round.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently 71 children on roll, aged from six months to under five years. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 15 members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children play in a very welcoming, stimulating environment and develop a strong sense of belonging. They make good progress in their learning and development and effective measures are used to monitor the children's progress. The manager demonstrates a commitment to maintaining continuous improvement and has started to use some methods of self-evaluation. There is an inclusive environment, and staff work closely with parents and other professionals to ensure the children's individual needs are well met. Health and safety measures are in place to ensure children are safe and protected from harm.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the two way flow of information with parents, for example by including the parents' comments in their children's development reports and initial profiles
- extend self-evaluation by assessing what is provided against robust and challenging quality criteria and use as the basis of ongoing review
- extend self-evaluation by assessing what is provided against robust and challenging quality criteria and use as the basis of ongoing review
- provide a greater range of toys and resources that help children from the earliest age to value diversity and develop a positive attitude to differences in gender, ethnicity, culture, religion, and disabilities.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are followed to help safeguard children. Designated staff members oversee child protection issues and know what to do should they have concerns about a child. There is a robust recruitment and induction procedure to ensure all staff are suitable. Regular safety checks and risk assessments minimise any potential hazards. The premises are suitably clean and appropriately maintained to help prevent the spread of infection.

The staff are well supported and work well as a team to provide an optimum framework for children to develop skills for the future. Play rooms are bright and stimulating with good deployment of toys and interesting activities. The manager demonstrates a capacity to improve and recommendations have been met since the last inspection. Fencing has now been put in place outside to further safeguard children, and staff have introduced effective planning of activities. Self-evaluation is routinely conducted and the manager monitors the setting through observation, staff meetings and discussions with parents. Ofsted's self-evaluation document has been introduced but this is in the early stages and not yet used effectively as a basis of ongoing review.

Parents are warmly welcomed and regular newsletters and displayed information keep them up-dated. Formalised meetings and stay and play sessions enable parents to meet with staff, and they regularly join older children for breakfast. Parents take home daily diaries of their children's routine, and they may access their progress reports at any time. However, they do not always have the opportunity to add their own comments in the development records. The management are proactive in forging links with other professionals to help children who require additional support, promoting equality and inclusion.

The quality and standards of the early years provision and outcomes for children

The children enjoy their play and develop positive attitudes towards learning. Activities are fun and challenging and children display high levels of confidence and self-esteem. Their behaviour is very good as staff demonstrate clear and consistent boundaries. All staff have a good knowledge of the Early Years Foundation Stage and effectively use observational assessments to monitor the children's progress. They record their findings and identify the children's next steps. Activities are then provided based on the children's individual requirements.

The children's growing independence is supported particularly well. Toddlers learn to dress themselves for outside play, babies freely crawl to access different toys, and older children are encouraged to pour their own drinks and serve their own food at meal times. Staff constantly talk to children, using good questioning to challenge their thinking. They provide an environment that is rich in signs, symbols and notices to help children. Young children enjoy singing songs and copying actions. Babies and young toddlers engage in playful interactions that encourage

them to respond by mimicking sounds and clapping their hands. Children show a keen interest in books and listening to stories. The pre-school age children are motivated extremely well by enthusiastic staff. They choose a book of the week and staff introduce supporting props, such as puppets, to reinforce their learning and bring stories to life. Children enjoy various mark making activities, such as making patterns in malleable materials, painting and drawing, practising their pre-writing skills. Pre-school children are encouraged to write signs and make shopping lists for role play.

Children count and calculate, and learn to recognise numerals. Young toddlers count the building blocks and older children calculate how many cups are required at meal times. They recognise written numerals on puzzles and board games, and sing number rhymes, such as five little ducks. Children explore their senses and have fun painting their hands and feeling different textured materials, such as 'gloop', that is cold, wet and sticky. Preschool children make their own table placemats, laminating pictures of themselves and their family, providing them with a strong sense of belonging. Role play areas are creatively organised for children to use their imagination.

Children become aware of technology. Young toddlers walk around with toy mobile phones saying 'hiya' and older children play with cash registers and programmable toys. The children learn to care for animals and take home 'Bruce' the pet guinea pig at weekends. They become aware of other cultures, celebrating different festivals, such as Chinese New Year, and those children learning English as an additional language have opportunities to express themselves in their home language. Children access some multi-cultural toys and resources reflecting diversity. However, these are limited and not fully incorporated throughout the nursery in order for children to fully become aware and respect differences.

The children show an understanding of how to adopt healthy lifestyles through good personal hygiene, healthy eating and physical exercise. Outdoor play is part of the daily routine where children participate in energetic play and access large climbing equipment. They enjoy healthy nutritional home made meals prepared by the cook, and follow effective hygiene routines to minimise cross-infection. They are taught to be safety conscious during play and through focused activities, such as road safety and fire evacuation. They form close relationships with staff, and excellent systems are used to prepare children for transition into school, providing them with a strong sense of security.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met