

Early Days (UK) Ltd

Early Days UK, 7-15 Linacre Road, LIVERPOOL, Merseyside, L21 8NJ

Inspection date	14/11/2012
Previous inspection date	23/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and enthusiastic; they demonstrate positive behaviour and strong self-assurance.
- The thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Staff have time allocated in their weekly routine to complete assessments and plan for their individual key children to ensure children's learning potential is maximised.
- Staff promote a healthy life style to support children's enjoyment in being active and to help them learn about healthy eating.

It is not yet outstanding because

- Activities in the outdoor area do not always effectively support babies' learning.
- There are less resources for children who want to relax in the two- and three-years-old room.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four playrooms and the outdoor play area.
- The inspector held meetings with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation processes and a range of other documentation.
- The inspector also took into account the views of parents spoken to on the day of the inspection.
- A joint observation was carried out by the manager and the inspector.

Inspector

Jean Thomas

Full Report

Information about the setting

Early Days nursery registered in 2002. It is one of two nurseries owned by the registered provider. The nursery operates from four rooms within a single story building in Litherland, a district of Liverpool. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday 8am to 6pm for 52 weeks of the year, excluding bank holidays. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 64 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for two-, three- and four-year-olds.

The nursery employs 12 staff to work with the children including the manager. Of these, nine hold a relevant National Vocational Qualification at Level 3 and two at Level 2. One member of staff holds a Children, School and Families degree.

What the setting needs to do to improve further

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

- improve the planning for babies to explore and learn in the outdoor environment
- improve the provision of resources for children who wish to relax in the two- and three-years-old room.

Inspection judgements

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

Children of all ages enthusiastically participate in a wide range of activities and play opportunities covering the seven areas of learning. Children are happy, laugh as they play and express their delight with their achievements. Staff support children to make good progress in their learning and development through understanding and implementing effective teaching techniques. Staff use their knowledge of the children to prepare individual planning which is purposeful and they will enjoy. The thoughtfully organised playrooms and the varied range of resources contribute to motivating children to engage them in learning. Children have good opportunities to follow their interests and determine the direction of their play. They freely select the equipment and play materials of their choice. The continuous provision of resources further enhances children's learning as pursue activities at their own pace and are able to revisit and practise skills. The outdoor environment enables the children to have the freedom to explore and be physically active. Outdoor learning is planned, however, the environment is not always used to best effect in supporting all aspects of the babies' learning and development.

The key person system enhances the partnership with parents. The settling-in procedures

enable children, parents and key persons to get to know each other. Information gathered during these visits is used by the key person to inform the children's initial assessment. Key persons value the ongoing communication with parents to assist them in providing continuity of care between home and nursery. Parents are kept well-informed about their children's learning and development. The next steps planning is given to parents and they are invited to contribute to this process. The children's individual planning is identified through the completing of systematic observations and assessment. Staff use the 'Development Matters' document to track children's progress and to plan appropriately to support their progress towards the early learning goals. This effective working ensures that children make consistently good progress in their learning.

Interaction between staff and children is especially strong, which is highlighted in the children's reactions, the progress they make and the enjoyment they display. All children are secure in communicating their needs and preferences. The promotion of language development is intrinsic to all aspects of the nursery life. Staff have created communication friendly areas in the playrooms to support speaking and listening skills. Older children are confident communicators. They are eager to share their ideas and ask questions. Babies delight in babbling and increasingly experiment with sounds to communicate, which is recognised and promoted well by staff. Young children explore a wide range of sensory resources to support their learning. They concentrate as they fill and empty containers of sand and use water and sponges to make marks on the wall board. Outside older children recall and exuberantly act out a favourite story, about a man made of gingerbread. They run, climb and use the slide as they chase the staff who represent the gingerbread man. Following this robust physical activity children respond to their bodily needs and have a drink and are encouraged by staff to be independent.

Children learn to play cooperatively and work together to plan and implement their play ideas. Pre-school children use wooden blocks to construct a building for the 'super hero' figures. They talk about the design and negotiate which figures they will each play with. Children have many opportunities to be creative and express their own ideas. Their artwork is displayed throughout the nursery, which further contributes to their sense of belonging. Outside children and staff go on an imaginary train journey. Staff ask 'where are we going?' and the children respond 'you will have to wait and see'; demonstrating children's sense of fun. Technology resources are introduced to children from an early age. Babies are attracted to the interactive toys and are guided by staff to push buttons and lift flaps to trigger the sounds and lights. As children progress through the nursery they continue to develop skills in operating technology equipment, such as cameras and the computer. Numbers and basic calculations are regularly explored and extended through play and daily routines. For example, staff prompt children to consider shape and size as they construct with building blocks and to calculate number of pieces to share out fairly.

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

The staff team are caring and supportive, which contributes to children feeling safe and secure and forming trusting relationships. Procedures are in place to support children's smooth transitions as they progress through the nursery and on to school. Staff are positive role models, consequently, children's behaviour is good. They are inclusive with each other, showing politeness, friendship and tolerance during activities. They learn to negotiate and to manage their own emotions. Children take responsibility towards their environment as they willingly help staff with tasks, such as preparing for an activity and putting away resources after use. Positive attitudes towards diversity and difference are successfully promoted to help children to learn to value different aspects of their own and other people's lives. This is achieved through planned activities, discussions and appropriate resources.

Children learn about healthy lifestyles. They enjoy energetic outdoor play and the nursery is well-resourced to support children's developing physical skills. Babies have their own outdoor area, where they can move safely and freely. In each of the rooms there are facilities for children to rest and relax as they wish. However, in the two- and three-year-old's room there is less provision for children to freely decide if they want to relax. The nursery provides a nutritionally balanced diet for children. The majority of the food is freshly prepared by the nursery cook. The menu is displayed for parents information. Displays of healthy food in the role play areas help children consider healthy options in their play. Pre-school children are involved in food preparation activities to help trigger their interest in healthy eating. For example, making fruit milk shakes and bread rolls to eat with their lunch. From an early age children attend to their self-care needs, such as toileting, dressing and serving their food at meal times.

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

The staff team demonstrate a strong commitment to developing practice and striving for improvement. The self-evaluation process, which involves staff and parents, identifies priorities for improvement. Targets and action plans are in place to achieve these goals. Staff training is considered an essential feature to raise the quality of the provision. Staff appraisals, team meetings and training opportunities ensure staff continue to develop their professional skills. Recent changes to the organisation of rooms and the grouping of children improves their learning environment. The organisation of the weekly staffing rota includes cover for key persons to have time to complete individual children's planning.

Parents and carers express their great satisfaction with the provision and the progress their children are making. The action raised at the previous inspection regarding the obtaining of information about parental responsibility and the completion of risk assessments has been met. The recommendations raised at the last inspection have been fully addressed. Staff have a positive attitude to working in partnership with external providers to ensure consistency for children's learning, although have not had the opportunity to do so as yet.

Children are safeguarded through staff's good knowledge of child protection issues and of

the procedures to follow to protect children from harm. The designated safeguarding officer has attended training to provide leadership in this field. Staff's knowledge of safeguarding is monitored by the designated officer through 'on the spot' questioning and the completion of questionnaires. The recruitment procedures ensure that staff are suitable to work with children. Risk assessments are in place and daily safety checks are carried out to minimise hazards to children. Legally required records for children's welfare are accurately maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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.

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

Unique reference number	EY216300
Local authority	Sefton
Inspection number	891394
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	64
Name of provider	EARLY DAYS (UK) LIMITED
Date of previous inspection	23/11/2009
Telephone number	0151 928 1551

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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

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 that are usually their 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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