

# Early Learning Academy

West Cheshire College, Ellesmere Port Campus, Sutton Way, Whitby, ELLESMERE PORT, CH65 7BF

## Inspection date

18/02/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| The contribution of the early years provision to the well-being of children            | 3 |
| The effectiveness of the leadership and management of the early years provision        | 3 |

## The quality and standards of the early years provision

### This provision is satisfactory

- Strong relationships are in place with parents. They are kept well informed about their child's achievements through regular discussions, communication book and newsletters.
- Children follow familiar daily routines, which helps them feel secure and develop a sense of belonging.
- Children are happy and settled and enjoy attending this nursery where they make sound progress in their learning and development.

### It is not yet good because

- The educational programme is not fully effective as planning does not consistently ensure children have opportunities to be challenged during activities.
- The outdoor learning environment has not been fully extended to incorporate all areas of children's learning and development. For example, activities to promote children's skills in expressive arts and design, communication, language and literacy.
- The self-evaluation process is in the early stages, which means that priorities for improvement have yet to be fully implemented to take into account the views from parents, children and staff.

## 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 all the rooms and the outside learning environment.
- The inspector held meetings with the manager, owner and staff during the inspection.
- The inspector looked at children's assessment records and planning documentation.

## Inspector

Lesley Bott

## Full Report

### Information about the setting

The Early Learning Academy nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises on the grounds of West Cheshire College, Ellesmere Port Campus. The nursery serves the local area and is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at Level 3 and one staff member is working towards a Level 3

qualification.

The nursery opens Monday to Friday all year round. Children attend for a variety of sessions, which are from 7.30am until 6pm. There are currently 53 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- develop monitoring systems to ensure that information obtained on children's needs, interests and stage of development is consistently used to plan challenging activities for the children's next steps in learning.

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

- develop the outdoor area to enrich opportunities for children to take part in play that promotes their skills in expressive arts and design, communication, language and literacy
- review the self-evaluation process to take into account the views of parents, children and staff for them to be fully included in planning for improvement.

### **Inspection judgements**

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

Children are content and settled learners who enjoy attending this welcoming setting where they are making satisfactory progress towards the early learning goals. Staff mainly have an appropriate understanding of how to engage children's interests and recognise that children learn through play. They have revised the planning and assessment system to include the new areas of learning and take into account the new progress check at age two. Learning journal records are shared with parents and give an overview of the progress their child is making. Photographs and artwork contained within the journals show children's enjoyment and achievement. Staff work with parents well from the outset. They collate information about the children's interests to help meet their needs.

Child-initiated play is promoted well and resources in all rooms are stored at the children's level enabling them to direct their own play and play with others. Children have the

opportunity to be creative and play an active role in their learning throughout the day. Staff place a suitable focus on developing children's speaking and listening skills as they enjoy circle and story time. Older children are developing their skills in Spanish as they take part in a weekly session of Spanish lessons. They are able to confidently identify colours, and count up to ten as they learn about the country and the language. All children are beginning to develop a love of books, and staff sit and read stories with them during the day in the cosy book corner. Children's enjoyment of stories is further enhanced for the older children as they enjoy their weekly visit to the local library to choose new books to read as they explore the local environment.

A range of activities and resources are available to promote children's skills in expressive art and design, for example, using media and materials such as paint, jelly play and play dough. Younger children enjoy feeling the texture and identifying different animals in the sand. They excitedly point to the pig and make an 'oink' noise. Children have opportunity for regular access to indoor and outdoor activities to develop their physical skills. For example, they build confidence on the climbing frame and slide, and use the balls and bikes to increase balance. However, staff have yet to fully encompass all the areas of learning outdoors to further promote children's learning and development, for example, their skills in expressive art, and communication, language and literacy.

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

Children arrive confidently and are greeted warmly, which helps them to develop a sense of belonging. Staff know the children well and have sound knowledge of their individual needs and parents' preferences. An effective key person system and orderly settling-in process ensures that children are able to form secure attachments which promotes their well-being effectively. An 'all about me' form is completed by parents when children start to help staff with induction, and babies routines are noted to help staff work to their individual routines as much as possible within the nursery day. Children settle well because flexible settling-in procedures help them to become accustomed to the environment and get to know the staff who will care for them. Transitions between rooms are suitably managed. As children gradually visit the next room and key person information contributes to forming bonds with another staff member. This helps to ease the move for children's next phase in their learning and development. Children's behaviour is appropriately managed by staff as they help children to negotiate and cooperate with their peers. They learn to share, take turns and use kind words. Positive behaviour is rewarded with stickers and verbal praise and encouragement from staff. Any concerns about children's behaviour are discussed with parents and strategies based on the child's age and stage of development are agreed.

Children's individual health, physical and dietary needs are effectively met. Children learn about healthy lifestyles and follow appropriate hygiene practices as they wash their hands at appropriate times during the day. They develop an understanding of the importance of physical exercise and a healthy diet through planned activities. All children within the nursery enjoy sociable mealtimes where they are provided with freshly cooked nutritious meals and healthy snacks. Children's safety and well-being is given satisfactory consideration as they play in a safe and secure environment. Children show that they feel

safe and secure in the setting as they learn about the procedures for evacuating the premises in an emergency.

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

Children benefit from a strong partnership that exists between their parents and staff within the setting. Parents receive regular detailed information about their child's welfare, learning and development. They are provided with a comprehensive range of policy documents and regular newsletters. Information is displayed around the setting regarding daily activities, the weekly menu and their child's key person. Parents' views are sought informally through discussion and formally through questionnaires. Parents state that they appreciate what the setting achieves for their child and that they are satisfied with the information they receive. However, management have yet to introduce a more robust system to collate views of parents, children and staff in their self-evaluation to ensure that strengths and weaknesses are identified and plans in place for improvements. Partnerships with other providers of the Early Years Foundation Stage are developing well and systems are in place to make sure that children's continuity of care and learning is supported. Staff fully understand the importance of partnership working in order to identify all children's needs and help them to make progress.

Relevant safeguarding policies, procedures and practices are in place and fully understood by all the staff to ensure that children remain safe. Risk assessments ensure any potential hazards to children are minimised and access to the premises is closely monitored. Visitors to the setting are routinely requested to produce identification and sign in and out. Sound recruitment and induction procedures ensure that all staff are suitable to be working with the children. Ongoing support for professional development is offered to all staff to ensure that skills are kept up-to-date.

All staff understand their responsibility in meeting the learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage and as a result, children are making satisfactory progress. However, children's learning is not supported to the maximum effect as some activities do not offer challenge to fully promote their learning.

### **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

|                                |                           |
|--------------------------------|---------------------------|
| <b>Unique reference number</b> | EY444576                  |
| <b>Local authority</b>         | Cheshire West and Chester |
| <b>Inspection number</b>       | 880413                    |

**Type of provision**

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 60                       |
| <b>Number of children on roll</b>  | 53                       |
| <b>Name of provider</b>            | Helen Cartwright         |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 01244 656 480            |

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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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Piccadilly Gate  
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Manchester  
M1 2WD

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