

Early Learners Nursery (Middlewich)

Booth Lane, MIDDLEWICH, Cheshire, CW10 0JL

Inspection date	12/07/2013
Previous inspection date	Not Applicable

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	2
The contribution of the early years provision to the well-being of children	Not Applicable	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

- Practitioners have high expectations for children and a good awareness of how young children learn which ensures that each child makes good progress from where they started at the nursery and are well prepared for school.
- Children develop good communication skills because staff listen to them, model language well and ask questions that encourage children to talk about their ideas and experiences.
- Children feel safe and secure which is evident through the confidence that they demonstrate in the well-resourced outdoor area where they physically challenge their skills and take controlled risks, such as climbing and jumping from different heights.
- Management demonstrates a strong commitment to continuous improvement through staff training and development, rigorous monitoring systems and self-evaluation. This is to ensure the best possible learning opportunities and outcomes for all children attending the setting.

It is not yet outstanding because

- There is scope to build upon existing parent partnerships to ensure that all parents are aware of the high value that the setting places upon parental contributions to children's learning and engage with this.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 rooms and the outside learning environment.
- The inspector spoke with children, staff, parents, the manager and owner throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, and a range of other documentation.
- The inspector took account of the provider's self-evaluation and improvement plans.

Inspector

Sharon Lea

Full Report

Information about the setting

Early Learners Nursery Limited (Middlewich) was re-opened in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Middlewich area of Cheshire, and is managed by a private company. The nursery serves the local area and is within close proximity of local primary schools. The nursery benefits from both an outdoor classroom and a large enclosed garden for outdoor play.

The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery provides funded early education for two- three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that all parents are made aware of how to share their child's learning and development at home with the setting. For example, through including samples of how this has benefitted individual children on newsletters or parent displays and reinforcing the value of this during transition into the setting and parent meetings.

Inspection judgements

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

Staff have a very good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. This is used effectively to plan and provide stimulating and challenging activities across all areas of learning. Staff provide a good balance of adult-led and child-initiated activities across all age groups to support children in their learning. They observe children daily while playing and use these observations to plan for children's next steps. As a result, children are well challenged and their learning and development is moved forward. This results in children making good progress towards the early learning goals.

The indoor and outdoor environments are well-resourced and children access resources independently as they initiate their own play. Resources support all areas of learning and are of good quality. Children are cared for in different rooms according to their age. This

ensures that resources are age and stage appropriate to support children as they move towards the early learning goals. Children access resources independently as resources are stored on open shelving or drawer units. This allows children to initiate their own play and develop their imaginations. For example, during outdoor play, older children access resources to enable them to have a 'pretend' birthday party, complete with home-made mud pie birthday cake.

Children's language and communication is supported well throughout all age groups because staff listen, are interested in and respond to what the children are telling them. Staff working with babies are very attentive and teach babies how to communicate their needs which they respond to, promoting early conversations. Toddlers learn to form sentences and staff support them, praising them and repeating back what they say. This teaches children the correct pronunciation. Older children are supported in extending their thinking further through open-ended questions. All children are encouraged to enjoy books, stories, songs and rhymes and babies enthusiastically anticipate when the furry animal attached to the book 'tickles their toes'. This demonstrates their developing listening skills.

Children develop good physical skills as they engage in activities indoors and outdoors. Staff ensure that babies have opportunities to develop confidence in crawling and walking using furniture and staff as support. Good use is made of the outdoor classroom and garden to encourage children to be active in their play and learning. Toddlers eagerly explore the water tray, finding and naming the sea creatures. They are encouraged to work together and share resources to pour water from a jug into a funnel. This develops both their physical and their personal, social and emotional skills. Older children develop their physical skills outdoors through running, jumping, climbing and balancing on the range of resources and natural outdoor features. Children of all ages develop a good understanding of the natural world as they plant seeds and grow vegetables which even the older babies are supported to care for through watering.

Staff complete a thorough 'progress check at age two', sharing a well-detailed report with parents effectively. Parents are encouraged to be involved in their children's learning and some parents are enthusiastic to share their child's achievements from home which staff record in the child's individual development records and use as a means of planning next steps. Children's starting points are discussed with parents and staff regularly share progress reports with parents to keep them updated about what their child is doing at nursery. As a result, most children benefit from a consistent approach to their learning, which in turn enhances the progress they make. However, there is scope to make all parents aware that the setting values their contributions and how they can do this to support their child's learning and development.

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

There is a good key person system in place which supports children in forming positive attachments with staff. For example, the nursery offers settling in sessions which allows

children to build attachments with their designated key person. Sessions are tailored to the individual needs of babies and children. Staff complete 'all about me' documentation with parents to ensure that information to support the child's care, learning and development is gained before children start to attend fully. This means that staff can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met.

Healthy lifestyles are appropriately promoted as the nursery provides a balance of meals and snacks freshly prepared on the premises. Children have daily opportunities to be physically active in the garden, so they learn about the importance of exercise. Good hygiene routines are promoted as children are reminded to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and there are thorough records of accidents and any medication administered. Children develop their self-care skills through pouring their own drinking water, washing their hands and getting dressed. Babies and toddlers develop skills to feed themselves using their fingers and appropriate utensils. Toddlers are learning how to keep themselves safe through activities, such as cutting and sticking pictures, where they learn how to use scissors correctly. Older children are supported by watchful staff to test their own physical boundaries. They actively seek out resources to enable them to climb on to the tractor tyres in order to be able to jump off them. They tell nearby staff to lower their hands which are there to support them if necessary, demonstrating their confidence in their own abilities and their competence in managing their own risks.

A good emphasis is given to establishing strong relationships throughout the nursery based on mutual care and respect between staff, children and parents. Children play happily within the appropriate boundaries as they are actively engaged throughout the day, are valued by caring staff and develop a high self-esteem. Children are well-behaved because staff have a positive attitude to behaviour management. Consequently, they know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are confident, friendly, well-mannered and motivated. They form friendships and play cooperatively with their peers, for example, engaging in complex and imaginative role play games.

Staff support the children through smooth transitions as they progress to other groups in the nursery, and effective procedures are in place to support the pre-school children as they prepare to move on to school. Staff have arrangements to visit the local schools to share the children's achievements and Reception teachers visit the nursery. This helps children's continuity of care and learning as they move onto school.

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

The manager has a good understanding of her roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children are well safeguarded because the nursery prioritises safety. The management ensure that staff are appropriately qualified and the relevant checks are

carried out to ensure they are suitable to work with children. All staff are aware of the procedures for dealing with child protection concerns. They ensure access to the premises is secure and that all staff, children and visitors sign in when inside the nursery. A range of policies and procedures are in place, and documentation and records are complete to help ensure children's health and safety needs are sufficiently well met. All staff take responsibility and use risk assessments to help ensure children's health and safety in each room, as well as outside. Staff are involved in teaching children how to adopt safe practices and liaising with parents to ensure there is consistent care.

Children are provided with an inclusive environment and learn about valuing each other's differences and the setting promotes equality and diversity. The owner and manager are suitably aware of the nursery's strengths and areas in need of further development. A thorough self-evaluation of the nursery is in place, in order to identify further priorities for development; and improve the quality of care for children. The owner and manager understand the importance of enhancing staff skills in order to ensure all children make good progress during their time at the nursery in order to prepare them well for their future education. Systems for monitoring and evaluating the setting's practice are in place.

Partnerships with parents and carers are appropriate. An established key person system means that parents know who to approach, if they have concerns about their child's well-being or learning. Parents can feed back to the setting any concerns they have, either verbally, through feedback forms or through more formal methods, such as one-to-one meetings with the management. There is a range of useful information made accessible to parents, both in the entrance hall and noticeboards at the entrance to each group room, ensuring that they are well informed. In addition, written feedback is shared with them about their child's day, relating to what they have done each session. Monthly parent newsletters share day-to-day news and future developments. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning.

Children's welfare is promoted as staff's knowledge and understanding of safeguarding is secure. A thorough induction process ensures that their understanding is robust and they know how to respond to any concerns. This means they are clear of their responsibility to protect children. Recruitment procedures are robust. Applicants for new positions at the nursery are assessed regarding their skills, qualifications and suitability for the specific role. References are sought and Disclosure and Barring Service Checks are undertaken before the successful applicant goes through an induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Any risks or hazards to children are managed well, enabling them to move around their environment freely, accessing resources as they choose. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted.

Staff have a secure knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They promote learning well through play. The manager monitors the educational programmes, set by staff to ensure that children's next steps are included and worked towards. Staff

carry out concise assessments of children's skills and abilities and demonstrate an accurate understanding of how best to encourage further progress. They monitor children's learning efficiently. As a result, all children are progressing within the expected development bands.

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 action. 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	EY458157
Local authority	Cheshire East
Inspection number	899028
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	41
Number of children on roll	65
Name of provider	Early Learners Nursery Limited
Date of previous inspection	not applicable
Telephone number	01606841174

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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, which are usually the childminder's 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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