

# Early Days Nursery School

2a Orme Road, NEWCASTLE, Staffordshire, ST5 2ND

<b>Inspection date</b>	02/09/2013
Previous inspection date	10/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 confident and relaxed in this friendly setting. They form strong attachments with staff and each other, as they receive genuine warmth, care and attention.
- Staff work skilfully with children as they have a strong understanding of the Early Years Foundation Stage and how children learn. Planned events are successfully linked to children's interests, ensuring that children are always engaged and excited by the activities on offer.
- Children's safety is effectively prioritised by thorough risk assessments, robust safeguarding and welfare policies and by knowledgeable and vigilant staff.
- Robust partnerships with parents mean that there is a united approach to meeting individual children's needs, extending their learning and helping them to develop relevant skills for future learning.

### It is not yet outstanding because

- The monitoring of staff performance does not yet sharply focus on the impact of teaching. Consequently, there is scope to develop the already good practice and maximise children's enjoyment and learning in all activities.
- Links with the local school are not particularly effective. Therefore, there is room to build a stronger partnership to benefit children moving to this establishment.

## 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 spoke to the children, staff and parents and held discussions with the management team.
- The inspector observed free play, focused activities, outside play and mealtimes.
- The inspector went into the individual rooms of the nursery.
- The inspector examined children's learning journey records and the planning and assessment procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's written policies and procedures and self-evaluation documents.

## Inspector

Jennie Dalkins

## Full Report

### Information about the setting

Early Days Nursery School was registered in 2001 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated in a converted two storey house in Newcastle-under-Lyme, Staffordshire and is managed by a private provider. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3.

The nursery opens Monday to Friday all year round with the exception of bank holidays and one week at Christmas. The opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 22 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- develop sharply focussed evaluations that identify the impact of staff's practice on children's learning and use this to further promote the already good teaching styles and ensure that children's learning is maximised during all activities
- improve the level of communication between the setting and the local school to further support children's transition into formal education.

## Inspection judgements

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

Children are secure and settled in this friendly and welcoming setting. They chat away confidently, playing alongside each other as they play 'house' and pretend to make meals in the toy kitchen or change their baby dolls. They help themselves to toys and resources as they are familiar with the layout of their base rooms and are able to access most items unaided. Toys are clearly labelled with the name of the item and a picture, which enables children to recognise the meaning of the printed word and promotes their literacy skills. The free access to resources also helps them to express their preferences and encourages a good sense of independence. Babies and younger children also have selected items within their reach and demonstrate similar independence. They enjoy exploring the

contents of a treasure basket, exclaiming with interest as they feel different materials and textures on their skin. They crawl around the cosy baby room with increasing skill and speed, accessing the 'black and white' corner, where the contrasting colours fascinate and stimulate them. Staff play alongside them, encouraging them to develop good hand and eye coordination as they roll balls to them and encourage them to clap their hands together. Plenty of cuddles and affection are also offered as babies enjoy snuggling up with staff to listen to stories or to receive milk feeds. Older children also enjoy story time. They listen attentively to a favourite story about an owl, joining in with repeated phrases. This helps them develop their early literacy skills as they recognise familiar words and shout them out. Staff build on children's enthusiasm about the characters in the book and skilfully bring in other activities, such as designing owl pictures with handprints. Children create beautiful designs, using their hands to make the owls' body with paint. They add eyes and other features to their paintings, creating unique artwork, which they proudly display. Staff encourage communication and discussion, providing items, such as feathers and toy owls that relate to the story. Vocabulary increases as they discuss how feathers 'tickle' and how the owl can 'swoop' as she flies. Staff are also skilled at supporting children with speech and language delay, or those for whom English is an additional language. They carry cards with pictorial representations to show children what they mean and to help them communicate their needs effectively. Resources are provided in dual languages and staff work effectively with parents to obtain key words in the child's home language to display around the setting. This helps all children to feel included. Most children recognise their name in print as they find their name cards to self-register in the morning. They also help to set out the tables at mealtimes with their own placemats which are clearly labelled.

Outside activities are also enjoyed. The outside area has been redesigned and now provides a stimulating learning environment which children are keen to investigate. Their imagination is sparked as they enter the construction area, put on their 'hard hats' and plan what to do with the blocks, pipes and guttering. A clipboard is available as children pretend to direct building projects or use the pipes and guttering to make ramps and routes for toy cars. Physical skills are developed as they access the challenging climbing frame, working out how to scale the climbing wall to get to the top of the slide. Sand and water play are also available and children learn mathematical concepts, such as size and quantity, as they fill and empty a variety of containers. They learn about the natural world as they play in the digging area, experiencing the feel of soil and water. Outings provide further opportunities for children to develop their knowledge and skills. Regular walks are taken in the local parks, where children seek out plants and discuss what they are and how they grow. They also go on trips to other local attractions. For example, they recently visited a farm, where they enjoyed petting a variety of animals and learning about how they are cared for. This develops their understanding of the natural world as well as providing them with a sense of their local community.

Children learn to share, listen to others and wait their turn with popular equipment as they play together or listen to each other at circle time. This helps them develop key skills for future learning, such as concentration and turn-taking, as well as helping them to be confident in other group settings, such as the classroom. All children are making good progress towards the early learning goals. This also helps to prepare them well for their future learning and the move onto school. All children's achievements are recorded and

the key person for each child regularly monitors their development to ensure that they are continually making good progress. Staff successfully identify ways to help children move forward and uses this to inform the planning of future activities. This ensures that planned events are of interest and are challenging to children to promote development. Staff consult with parents at the start of a placement to determine children's starting points and ensure that parents are kept informed as to their child's progress through regular meetings and daily chats. A record of children's likes and dislikes is regularly updated by parents so that staff are always aware of children's current interests and are able to use these to ensure full engagement. Parents are included in all assessments and are asked to contribute their own views about what they would like their children to learn next. This ensures staff are always aware of children's emerging interests and skills, making the planning process more individual and accurate to each child.

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

Children display warm and comfortable relationships with the staff and each other. They are helped to settle as the setting offers starting sessions where parents slowly build up the time they leave their children. This is well thought out, with initial sessions being based round play activities rather than mealtimes as staff recognise that some children feel more anxious during this period. A sensitive approach is adopted, therefore, as staff recognise that children need time to adjust and that this is individual to each child. Consequently, staff are flexible and will try to accommodate parents' wishes during this period. As children move through the setting, they have opportunities to visit their next base room for part of the day, to again develop confidence in a change of surroundings. Staff also seek to support children in the transition to school. They talk to them about the schools they will attend and make contact with local schools to arrange for reception teachers to visit the children. Communication between the setting and the local school is not well established, however, and some visits have failed. Consequently, there is scope to improve this link to aid children in making a smooth transition into formal education.

Information is collated on the registration forms to ensure that staff are aware of children's likes and dislikes, any special requirements and key information prior to them starting. Dietary or medical needs are fully discussed to ensure that all activities are safe and suitable for each child. Where special requirements are identified, staff work in partnership with other professionals and parents to ensure that a consistent approach is taken. For instance, where English is an additional language, staff use translation services to communicate effectively with parents and include words in the child's home language within the setting, to help the child settle and feel a good sense of belonging.

Children are kept safe. All exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. Specialised safety equipment, such as safety gates, is used to prevent children from accidental harm. Children also learn how to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. They are also well protected on outings. They wear reflective jackets to promote visibility and are reminded of road safety issues prior to leaving the building. Staff ensure that all essential items, such as a first aid kit and mobile telephone, are taken on outings and with all staff holding a current paediatric first aid

certificate, children remain fully supervised by qualified and skilled staff while away from the main building. Children behave well. They know the rules of the setting and understand that these are in place for their own well-being. For example, they know not to run indoors as they may slip and get hurt and that it is important to use their 'listening ears' so that they can hear what the staff are saying to them and respond quickly. Children receive encouragement and praise from the staff throughout the day which effectively builds self-esteem. They take an active role in the setting, helping to set the tables at mealtimes and handing out plates and cutlery.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with the outside area nearly always in use. This ensures children have plenty of time to enjoy fresh air and to stretch and use their larger muscle groups as they run around, climb and balance on the wide range of resources. Children learn about healthy foods and where these come from as they grow plants and discuss the fruits they have at snack time. They are provided with a range of nutritious meals, including breakfast, lunch and tea. The three week rolling menu has been recently changed to ensure it complies with healthy eating guidelines and children now enjoy a range of balanced meals, such as mild chicken curry, tuna and pasta bake and corn-beef hash with vegetables. Vegetarian options are also provided. The setting also has a commitment to oral health and ensures that sugary items are kept to a minimum. Children have their own toothbrushes at the setting and use these after meals to promote good dental health.

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

The new addition of a childcare coordinator to the management team has given this setting new drive and ambition. There is now an even stronger focus on raising standards and a number of improvements have been made, for the benefit of children. The outside area has been redesigned providing a more welcoming and stimulating learning environment and the layout of the rooms has also been changed to provide children with more cosy surroundings and clearer play areas. Children are keener to explore and investigate, as a result of these excellent changes. Staff have also addressed the recommendations set at the last inspection and there is a greater focus on working in partnership with parents. Paperwork has also been improved and records on all staff are now available for inspection. These show that vetting procedures have been properly followed and that all staff have been fully checked to ensure their suitability to work with children. Self-evaluation is used to good effect and future goals have been identified to promote continuous development. For instance, managers are looking at ways to improve communication with reception classes at schools to ensure that children are well supported in their move to formal education. A new 'transition booklet' is being developed and managers are keen to work on relationships with local schools to improve communication.

Staff are well qualified. They attend regular training and are all required to complete key courses, such as safeguarding level one and first aid. Annual appraisals and bi-annual supervision sessions are now in place to discuss strengths and weaknesses in practice and

to identify any training needs. The educational programme is well monitored. Managers have recently started to use tracking documents to ensure that children are covering all the areas of learning and that all children are making good progress. However, the monitoring of staff teaching styles is not as highly effective. Managers do not yet focus in sharply on the impact that individual staff have on children's learning, identifying where staff intervention is exemplary or could be improved. There is scope to develop staff practice further, therefore, by sharing best practice and bringing about even richer learning experiences for children.

Safeguarding procedures are fully understood and the setting has detailed written policies in place to underpin good practice. The safeguarding process is also displayed in all rooms to ensure that staff are able to quickly refer to this important document should the need arise. This also ensures that the well-being of children remains at the forefront of staff's minds at all times. All staff are clear about the signs and symptoms that may indicate abuse. Any visitors to the setting are required to sign in and are never left alone with children. Children show that they feel safe in the setting. They know what resources are available and confidently move around to access the toys they want. This encourages their independence and gives them a good sense of freedom. The resources take account of the needs of children who attend and promote an understanding of diversity, with toys and stories displaying a wide range of different backgrounds and abilities. The setting welcomes children with special educational needs and/or disabilities and effectively works in partnership with parents and other professionals to ensure that any specific needs are promptly identified and addressed. For instance, staff work alongside speech and language therapists to provide continuity of care. This helps all children to reach their full potential.

Staff build positive relationships with parents and chat to them on a daily basis about their child's achievements and well-being. Notice boards around the setting provide parents with additional information about childcare issues and about the Early Years Foundation Stage in particular. This helps parents to support and develop their children's learning at home. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the setting operates and provided with details of how to make a complaint if they need to. Parents' comments show that they are very happy with the care provided. They report that their children have 'settled quickly' and 'often don't want to leave' at the end of the day.

### **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

<b>Unique reference number</b>	EY216550
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	908331
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	57
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Early Days (Staffs) Limited
<b>Date of previous inspection</b>	10/03/2009
<b>Telephone number</b>	01782 633311

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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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