

# Early Days Day Nursery

6 Alexandra Road, Waterloo, LIVERPOOL, Merseyside, L22 1RJ

<b>Inspection date</b>	09/12/2013
Previous inspection date	28/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 requires improvement

- The staff and managers have a suitable understanding of safeguarding procedures as they update their knowledge. There are clear systems in place to ensure children are kept safe and secure.
- Staff are effective role models. They are calm and gentle so children learn to show kindness and empathy.
- Children are encouraged to serve themselves at meal times. As a result, children as young as two are becoming very independent and adept at managing their own needs.

### It is not yet good because

- The assessment of children's progress is not always effective because parents are not asked to share what their children can already do when they enrol and staff do not always identify gaps in their learning and plan appropriate next steps for them.
- Monitoring systems are not implemented consistently enough for managers to identify weaknesses in observations and planning. Recruitment, induction and appraisal processes are adequate, but could be more effective in ensuring staff understand what they need to do to be more effective in teaching.
- Staff miss opportunities to extend children's learning through routines. For example, at snack time, they do not count how many cups are needed or discuss 'more' or 'less'. Teaching in understanding the world is also limited by lack of staff knowledge and too few appropriate resources.

## 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 looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, staff rotas and attendance registers, as well as information used to assess the suitability of staff.
- The inspector took account of the views of parents and carers spoken to during the inspection and read their comments in children's learning records and parents' questionnaires.
- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted joint observations with the manager, looking at the practice of staff.
- The inspector spoke with the children and staff from each room. She also held a meeting with the manager.

## Inspector

Valerie Aspinall

## **Full report**

### **Information about the setting**

Early Days Day Nursery was registered in 1990 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large detached property in the Waterloo area of Liverpool, and is one of two nurseries managed by a private company. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, including the manager, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- ensure that all measures are taken to ensure staff are suitable to work with children and have the appropriate skills and experience required by: collecting references, establishing effective induction procedures and offering regular appraisals that identify areas of strength and areas for development, so that staff can more effectively meet the needs of individual children
- ensure that gaps identified in children's learning are addressed by: gathering information from parents about what their children can already do on entry and planning appropriate next steps so that they are supported in making the best possible progress in all seven areas of the curriculum
- ensure that a secure foundation for learning is in place for every child, which ensures equality of opportunity by: recognising and supporting children's home language, teaching children about events and festivals from a range of different cultures and beliefs, providing a range of diverse resources and displaying positive images that reflect the wider community children live in.

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

- monitor the termly tracking data to identify individuals or groups of children who may be making less steady progress, so that an action plan can be devised to effectively address any gaps
- develop the teaching of mathematics further by using everyday routines to introduce mathematical concepts. For example, at meal times, count the number of plates required and talk about 'more' or 'less'.

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

Children's learning is generally soundly supported across most of the areas of the curriculum. Staff follow children's interests and interact to extend their learning. For example, in the baby room staff repeatedly build a tower for children to knock down. They count out the numbers to five as they build and babies squeal with delight as they knock them down over again and again. However, staff miss opportunities to teach older children mathematical language at routine times, such as snack time, by counting out how many plates are needed or using language, such as 'more' or 'less' when children spread their own crackers with butter. Teaching is variable. Some staff rush through stories with

young children too quickly for them to follow the words or pictures and so children lose interest as they cannot get involved. Similarly during a shape matching game, staff model thinking when they say, 'let's use our brains to remember where the shapes are' but then give younger children too little time to answer when they ask, 'what shape is this?' because they quickly ask older children to give the correct answer. However, all staff sing with children throughout the day and children enjoy familiar rhymes. They fill in the gaps, when staff miss out words at the end of a line, making it a fun activity, where they anticipate the ending. These group singing sessions help children to develop intonation in their speech and an understanding of rhyme which will support them later when they are learning to read at school.

Throughout the nursery there are weaknesses in some aspects of understanding the world. There are few positive images displayed and some staff have a limited understanding of how to teach children about a variety of faiths and cultures. In addition, the cultural background of some children is overlooked and so they miss opportunities to celebrate their uniqueness. For example, children whose family speak more than one language do not have the opportunity to use their additional language in a playful way. Pre-school children have a generally good range of resources available to them. Staff provide sensory activities, such as sand, water play and creative resources, to encourage their developing creativity. As a result, they sustain play because they become absorbed and so are active, interested learners. When children are about to start reception class, staff provide a range of uniforms in the dressing-up box and share stories about starting school, so that it becomes an exciting prospect, children look forward to.

Parents are not asked to share what they know their children can already do on enrolment. Consequently there are no effective developmental starting points in place, from which, staff can begin to plan for children's learning. Staff observe all children regularly and plan appropriate next steps based on what has been observed. However, they focus on one area of learning at a time and do not plan to help children progress in the areas of the curriculum where gaps in their learning have been identified. Consequently, children are not making the best possible progress in all areas of learning. Parents receive verbal feedback on a daily basis and are invited to annual parents' evenings. In addition, they receive termly progress reports and detailed progress checks when children are two-years-old. As a result, parents are helped to continue children's learning at home.

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

Children begin to form warm, responsive relationships with their key person during the flexible settling-in sessions prior to taking up a place. Staff get to know children and find out about their individual needs, likes and dislikes through discussion with parents. They follow individual routines, so young children are fed, changed and put down for a sleep in accordance with parents' wishes, with the daily details recorded in each child's diary. However, staff do not always know details such as children's faith or cultural background and so are not able to meet every child's unique needs appropriately. Staff complete an 'all about me' sheet, which tells parents what their child has been doing and how they are settling in. As children move rooms they are supported by having short visits, getting to

know their new key person, before longer sessions develop into a full day in the new room. Children are settled and happy, as a result, they enjoy the company of staff and share conversations about their home life. For example, a child says she has been practising the Christmas songs in the bath. When older children are getting ready to move onto school they have visits to their new school with their key person. They begin to learn the skills they will need, such as using the bathroom independently, serving themselves at lunchtime and participating in large group activities. Consequently, they are generally confident and capable of managing their own care needs.

The environment is bright and attractive with the toddler and baby room opening directly onto the garden. All the playrooms have low-level storage which allows children to independently access the resources. This is particularly effective in the baby room as there is a range of open-ended resources available which offer babies plenty of opportunities to explore the environment. Resources generally are of appropriate range and quality, however, there are few available to promote children's developing understanding of the similarities and differences between people in the wider community. Children are reminded of how to play safely, for example, staff remind them not to push each other and to play with 'kind hands' and 'kind feet', as a result, children behave well. Staff observe that children are developing confidence by repeatedly attempting to slide down the pole in the garden. Consequently, children are challenged in their play and develop a 'can do' attitude.

Children have healthy meals and snacks which include fresh fruit and vegetables every day. Drinks are easily accessible to keep them hydrated. Children serve themselves at lunchtime from the age of two and older children independently access the bathroom so they can wash their hands before eating. Consequently, all children are developing good independence skills. Children have daily access to the outdoor area. The range of resources available ensures that they enjoy spending time in the fresh air. They enjoy making dens and playing on the 'ship'. Climbing frames and resources for balancing, allow children to expend lots of energy. As a result, children are learning how to adopt a healthy lifestyle.

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

The deputy manager, who is new to her role, has a sound knowledge of safeguarding and ensures that appropriate records are maintained. For example, registers, risk assessments, medication administered and accidents. Staff have had first aid training and both formal and in-house safeguarding training, so are able to identify possible signs of abuse and know the agencies to contact if required. Effective day to day procedures ensure that staff keep appropriate records of children's nappy changes, sleeps and the food they have eaten to inform parents. Staff rotas are planned so that there are enough staff on duty at all times to ensure children are appropriately supervised and a robust policy for mobile phone use is in place. As a result, children's well-being and safety is effectively promoted. The deputy manager is reflective; she knows the nursery's strengths and most of the areas for development and with the manager, has consulted with parents and staff in producing an action plan for the setting. Recruitment of staff is adequate; all staff have

the required Disclosure and Barring Service checks in place. However, not all staff have references available and the induction scheme is too basic to support new staff in understanding all the nursery policies and procedures, as it does not check if they have understood what they have read. Consequently, staff take longer to understand what is expected of them.

There is a system in place to monitor all children's progress in all seven areas of learning. However, it is not fully embedded as data has not been collated for the last two terms. As a result, the managers do not know if specific groups of children are making steady progress in their learning and so there are no plans in place to address the gaps identified. In addition, the management team's methods for evaluating the teaching and learning for individual children are weak, as staff do not always use the observations and assessment of children to plan effective next steps that will move them on in their learning, when gaps have been identified. Staff do not have formal supervision or appraisals to identify their strengths and weaker areas of practice. As a result, teaching is variable in quality and staff are not aware of what they need to do to improve their skills. However, staff are encouraged to attend training courses, which have had a positive impact on the learning environment and the deputy manager gives them some day-to-day feedback as she works alongside them.

Partnerships with parents are sound; the nursery has utilised a number of methods to involve parents in nursery life. Newsletters, notice boards, questionnaires and verbal feedback are used to good effect. Special events are arranged, such as Christmas sing song sessions, which parents enjoy attending. As a result, parents comment positively about the setting, they say staff are friendly and they are kept informed about their children's care. The deputy manager and staff are committed to partnership working with outside agencies, such as health professionals should individual children require specific support. The nursery also works closely with the local authority early years team and the local primary school. This helps staff to exchange ideas and share effective practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	310413
<b>Local authority</b>	Sefton
<b>Inspection number</b>	946556
<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>	44
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Early Days (UK) Limited
<b>Date of previous inspection</b>	28/11/2012
<b>Telephone number</b>	0151 928 4422

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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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