

Early Days Day Nursery

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

Inspection date

12/11/2014

Previous inspection date

09/12/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff have a very good understanding of children's learning and development needs, which helps all children to make good progress from their individual starting points.
- Partnerships with parents are strong and effective, which enables parents to feel well informed and valued. This means that staff know children and their families very well and can provide care that is tailored to their individual needs.
- A well-embedded key-person system is in place. This means that children develop strong relationships with their carers and their individual needs and emotional well-being are met at all times.
- Staff have a good understanding of their responsibilities and the procedures for protecting and keeping children safe. They implement robust safeguarding and child protection procedures, which ensures that children are kept safe at all times.

It is not yet outstanding because

- The monitoring of staff practice is not yet sharply focussed, in order to identify how to enable children to reach the highest levels of achievement over a sustained period of time.
- Some staff do not always use different teaching strategies, such as open-ended questions, to extend children's thinking skills.

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 children's assessment records and planning documentation.
- The inspector spoke to both children and staff and observed play and learning activities within the three playrooms and in the outdoor environment.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager and the deputy manager. She checked the evidence of qualifications and suitability of staff and looked at a range of policies, procedures and documentation.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Full report

Information about the setting

Early Days Day Nursery was registered in 1990 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 setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs 11 members of childcare staff, including the manager, nine staff members hold appropriate early years qualifications at level 3 and two at level 6. The setting opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. Currently, there are 47 children attending, who are in the early years age group. The setting provides funded early education for three- and four-year-old children. They support a number of 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:

- strengthen the monitoring of staff practice to ensure the high quality of teaching already achieved is sustained, in order to raise children's attainment to the highest level
- enhance and extend the use of a wider range of teaching strategies, for example, by encouraging staff to use more open-ended questions to increase children's opportunities to think critically, consider options and find their own solutions.

Inspection judgements

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

Children make effective progress in their learning because staff are knowledgeable and have a good understanding of how to meet the requirements of the Early Years Foundation Stage. A strong partnership with parents from the outset also allows staff to have a good knowledge of each child's stage of development. For example, 'All about me' booklets are completed and shared by parents detailing what their child can already do, which allows staff to complete an accurate starting point for each child. This means that staff are accurately supporting each child individually to enable them to make good progress in their learning. Staff complete regular observations and assessments on each child. This allows them to accurately plan exciting activities to challenge children according to their stage of development. As a result, the educational programmes are broad and cover the seven areas of learning. For example, during a foot printing activity, children carefully select their colours and concentrate as they spread the paint on their feet with a paint brush. As they march across the paper making prints on the floor, they giggle with

delight. They are keen to show their friends the marks that they have made on the paper. Consequently, children are inquisitive and quickly become active learners. Good teaching strategies are in place to meet children's specific needs and consequently, promote their all-round development. However, occasionally staff ask questions that are not open-ended, so children have fewer opportunities to think critically and make links within their learning.

Children have access to outdoor provision frequently throughout the day. When outdoors, children develop and fine tune their physical skills by moving confidently in the environment. They climb up onto the climbing frame and choose whether to step down or use the slide to get to the bottom. Children enjoy pedalling on bicycles and jumping in and out of tyres. As a result, children's physical skills are promoted. Indoors, babies play and explore in their environment by touching and investigating resources in the sensory area. Staff are attentive to their needs and interact with the babies well. Toddlers enjoy washing their dollies with sponges in the water and pre-school children enjoy listening attentively to a story before lunch time. As a result, children of all ages acquire the skills, attributes and dispositions, which they need for their next stage in their learning. Staff provide children with the opportunity to develop their writing skills. For example, in the baby room, children are encouraged to make marks with chalks and when outside, they draw pictures of leaves that they have found on the floor. Consequently, from an early age, children are making good progress with their early writing skills. Support for children's language and communication skills is evident. For example, staff support children to learn and join in with a diverse range of songs and rhymes throughout the day. For example, they sing the 'Hello' song to welcome children and staff into their room. Consequently, children are acquiring the skills to be confident when speaking in a group

Staff have very good partnerships with parents. The setting operates an open door policy for parents and encourages them to talk to their key person at anytime, should the need arise. This is a strength of the setting and as a result, parents feel valued and involved in their child's progress. Parents share key information about their child's abilities and interests with staff. All children have their own learning journal, which includes photographs, observations and next steps in learning. From the information gathered, staff are able to complete a written progress summary for each child. For example, progress checks for children between the ages of two and three years are completed. Parents are invited to make comments to contribute to any progress that has been made and are free to look through the child's journal at any point during the child's time at the setting. As a result, parents are well informed about their child's progress. Staff ensure that children receive the right support that they need. Children with identified special educational needs and/or disabilities, are supported very effectively because staff meet regularly with parents and outside professionals. They use the information gained from these meetings to plan appropriate steps in children's learning and development that will help them make as much progress as they can in readiness for school. Moves to the next stage in children's learning are well managed because they are fully supported by their key person during this key time. The key person discusses the impending move with the parents and children are provided with opportunities to visit the next room until they are emotionally ready for the move.

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

A well-embedded key-person system is in place. This means that children's emotional well-being is supported well. Children benefit from well-planned settling-in sessions, which are flexible to meet the individual needs of the child. Staff are caring towards children and nurture their needs very well. For example, children are quickly comforted if they become upset. Also, staff are close by when new children are settling in. This supports children's emotional well-being. Staff are very good role models as children treat each other with respect and patience. Also, staff provide consistent messages about right and wrong. Staff are sensitive and caring in their approach to managing children's behaviour and provide them with reminders and age-appropriate explanations, which supports their understanding about what acceptable behaviour is. Children play well together, support one another and are beginning to make strong friendships. Behaviour strategies are consistent and consequently, behaviour is very well managed.

Healthy lifestyles are promoted as children benefit from daily outdoor play where they use their skills to play on the slide, bicycles or the climbing frame. Children learn how to make healthy food choices because staff implement a healthy eating policy and provide them with healthy options. For instance, children learn that potatoes grow in the soil and are healthy to eat. Menus are varied and dietary requirements are well catered for. Children are constantly encouraged to develop their independence and self-help skills throughout the day. For example, children learn to use the toilet independently and they know that they need to wash their hands after using the toilet, in order to prevent the spread of infection. Children select and retrieve their own resources during activities and they put on their own coats in preparation to play outside. This means that children are emotionally well prepared for the next stage in their learning.

The environment is clean, well-resourced and equipped to meet the needs of all children. Daily risk assessments are completed to ensure that hazards are kept to a minimum. As a result, children are able to take risks and play in an environment that is safe and secure. Equipment is age appropriate and organised in a way, which encourages children to access toys independently. Displays show positive images of diversity, which supports children to learn about differences in the world around them. In addition to this, each room uses available space to show displays of children's work and photographs of their families. This ensures that children's emotional well-being is well met. Staff are deployed effectively in the environment to ensure that children are safe and secure. This also means that they are on-hand to offer support to children when required. As a result, children are making very good progress in their personal, social and emotional development.

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

Staff have a very good understanding of their role in protecting children from harm. They are fully aware of what to do should they have a concern about children's welfare. There are secure procedures for recruitment and vetting of all staff working with children. All staff have a Disclosure and Barring Service check. Senior staff have attended relevant multi-agency training and all staff have attended regular safeguarding training. As a result,

safeguarding arrangements are very strong and children are kept safe at all times. The setting has a comprehensive set of policies and procedures, which are reviewed on a regular basis. These underpin staff practice. All relevant documentation is current and up to date. For example, risk assessments are in place and reviewed regularly to ensure that hazards are kept to a minimum and fire evacuation drills are thoroughly recorded. As a result, children are well protected and kept safe at all times. Recruitment procedures are thorough and new staff benefit from an in-depth induction plan. The management team have systems in place to monitor the ongoing development of staff. Staff receive regular supervisions and opportunities to extend their knowledge by attending training specific to the needs of the setting. However, the monitoring of staff practice is not consistently sharply focussed, in order to identify how to enable children to reach the highest levels of achievement over a sustained period of time.

The management and staff team have a good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. All staff hold suitable early years qualifications. This is reflected in the good quality of teaching throughout the setting and has a positive impact on the outcomes for children's learning and development. The manager monitors and tracks children's assessment files to ensure all children are making good progress and their individual learning needs are well met. As a result, the management team has a clear overview of the progress children are making. This ensures that any gaps in children's progress are swiftly identified and acted upon at the earliest opportunity.

The management and staff have clear focused improvement plans in place to secure continuous improvements. All staff are committed to provide a quality service for the children and their families, therefore, making a positive difference to their lives. Since the last inspection by Ofsted, the setting received a number of actions to improve. The manager and the team have ensured that previous actions have been addressed. For example, staff now obtain more information from parents about what the child can do on entry into the setting. As a result, children's starting points are accurate and this ensures that they continue to make good progress in their learning from the start. Partnerships with parents and external agencies are effective. Excellent relationships, information sharing and good communication systems ensure that parents are kept fully informed of their children's progress. Parents feel that they receive good information about their child's progress and comment that they have made progress in their learning since starting at the setting.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	310413
Local authority	Sefton
Inspection number	962694
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	44
Number of children on roll	47
Name of provider	Early Days (UK) Limited
Date of previous inspection	09/12/2013
Telephone number	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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