

Early Learners

Friends Meeting House, 23a Watford Road , Cotteridge, Birmingham, West Midlands,
B30 1JB



Inspection date

4 March 2015

Previous inspection date

14 January 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching and staff's interaction with children is outstanding. Children experience exciting and varied activities which cover all areas of learning in great depth. Staff communicate their enthusiasm to children so that they thoroughly enjoy being at the nursery.
- There is excellent communication and sharing of information about children's needs and progress with parents. They are all very involved in children's learning and staff work closely with parents to ensure all children make rapid progress in their learning and development.
- Highly effective safeguarding procedures mean that children are safe at the nursery. The premises are secure and children are supervised vigilantly at all times. Safeguarding information is extended to parents through a comprehensive display board and daily contact with staff.
- Children are very happy and secure because staff obtain very detailed information from parents about children's well-being and individual needs so that they can meet these very effectively indeed. Healthy eating initiatives and effective self-care routines for the children are extended to parents so that children's health is protected.
- Leadership and management is inspirational and staff are highly motivated. Sharply-focused monitoring and self-evaluation means that there is continuous improvement in the very high quality provision so that children build on a firm foundation. Excellent partnerships with other professionals and early years providers mean that children and their families are supported exceptionally well.

What the setting needs to do to improve further

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

- refine the systems for assessing children's learning to provide even more detailed information about the progress of vulnerable children to enable staff to focus planning even more sharply for individual children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outdoors.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Catherine Sharkey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff make detailed observations of children each day, which leads to flexible planning for the following days. They extend children's learning according to their interests and the directions in which children lead their play. They support children exceptionally well in their imaginative play in the Chinese restaurant role-play area. Children use chopsticks and tongs to help themselves to noodles and pretend to write food orders or swipe payment cards. Staff develop children's language and communication skills extremely well through the use of picture cards, sensory resources and small group time in a quiet area. Children with special educational needs and/or disabilities are exceptionally well supported and make rapid progress. Staff secure early intervention for children and work very effectively with other professionals, such as speech therapists and health visitors. Parents access children's progress records through an online system and make valuable contributions to these. Staff guide them in their support of children's learning at home and discuss their progress each day. All children are exceptionally well prepared for school, as staff teach them early literacy skills in line with the local schools. Children use technology with confidence and make rapid progress in all areas of learning.

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

Children's well-being is given the utmost priority in this friendly and welcoming nursery. Staff support children to make friends and they have strong bonds with the caring staff. Staff ensure children know each other's names through greetings songs throughout the day, so that they feel valued. Children are frequently praised so that they gain confidence and good self-esteem. Children are very emotionally secure as staff adapt the routines according to each child's needs as these change. They structure the day so that children remain settled and happy at all times. Children are calm and well behaved because staff are very skilled in behaviour management and work exceptionally well with parents on consistency of care. Children learn to be independent, to share and take turns so they are ready for school. Staff are highly successful in preparing children emotionally and developmentally for their move to school.

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

The manager is dynamic in her leadership and is passionate in striving to provide the best possible foundation for all children's future learning and well-being. Staff work highly successfully as a team, as all their input into the self-evaluation of the nursery is valued. The monitoring of staff practice and individual children's progress is very well focused and precise. The manager has recognised the need to assess the progress of vulnerable children in more depth in order to plan even more precisely for those individuals. Staff shape their professional development through regular, focused training, which improves children's learning experiences. Parents and children are involved in self-evaluation and planning so that all needs are met. Staff from other local early years settings welcome advice and support from the nursery in how to improve their own practice.

Setting details

Unique reference number	509353
Local authority	Birmingham
Inspection number	869379
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	54
Name of provider	Lynn Trew
Date of previous inspection	14 January 2010
Telephone number	0784 3571168

Early Learners private nursery was registered under its current ownership in 1997. The nursery employs eight members of childcare staff; all but one of whom hold appropriate early years qualifications from level 2 to level 5. The manager has gained Early Years Teacher Status since the last inspection. The nursery opens from Monday to Friday during term time. Sessions are from 8.50am until 3pm. 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.

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