

Early Birds Private Day Nursery

193 Spendmore Lane, Coppull, Chorley, PR7 5BY



Inspection date

13 May 2015

Previous inspection date

19 December 2011

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

Summary of key findings for parents

This provision is good

- Practitioners effectively manage children's moves between rooms and for the pre-school children to their new school. Children's emotional well-being is given high priority during these times.
- Leaders review the progress each individual child and selected groups of children are making. When any gaps in children's learning are identified, they plan ways to help them to catch up.
- Children are encouraged to be independent and move around their base rooms with confidence.
- Staff have a strong knowledge of safeguarding issues and this helps to keep children safe and protected from harm.
- Practitioners use the outdoor area as a meaningful learning opportunity with all children benefitting from the well-thought-out space.
- Key persons have a good knowledge of each individual child, and the planning reflects children's current interests.

It is not yet outstanding because:

- Practitioners, occasionally, miss opportunities for positive interactions with children. This is especially the case at lunchtime where they are often too focused on jobs that need completing.
- When staff use their assessments to identify children's next steps in learning, they often focus on only one area. Therefore, opportunities to plan to extend learning more broadly are sometimes missed.

What the setting needs to do to improve further

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

- review staff routines to ensure practitioners are available to interact with children at all times of the day, especially during lunch
- strengthen the planning and assessment system for children's next steps in learning; ensure that observations and assessments are used to set targets across all areas of learning for each child.

Inspection activities

- The inspector observed the quality of teaching and learning both indoors and outside.
- The inspector spoke to members of staff and children at appropriate times throughout the day and carried out a meeting with the management team.
- The inspector spoke to parents and took their views into account.
- The inspector looked at documentation, including children's records, planning and assessment, staff suitability and a selection of policies and procedures, for example, safeguarding and the complaints procedure.
- The inspector carried out a joint observation with the manager.

Inspector

Estelle Noblett

Inspection findings

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

Children play in well-resourced rooms that enable them to explore a range of areas independently. The children in the pre-school and toddler room benefit from two clearly defined areas, one for imaginative play and the other for messy and craft activities. The younger age groups experience a range of activities that enable them to explore, for example, watching corn flour and water drip from their fingers and making marks in foam. A balance of adult-led and child-led play ensure that children make progress and are keen to join in with the activities on offer. Staff regularly observe children and use these to assess their progress and to plan the next steps in their learning. This often only focuses on one area of development and sometimes, opportunities are missed to extend learning in other areas. Planning is shared with parents effectively through 'magic moment' sheets and they are asked to contribute. Children are engaged in their experiences. Toddler-room children display high levels of involvement when experimenting with mixing water and sand together in the mud kitchen with support from practitioners.

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

Key persons are effective at building relationships with children throughout the nursery. Children feel confident to explore their surroundings and often check in with familiar adults. Care routines are carried out effectively with all children learning about washing hands before eating. Meals are home-made and balanced; children enjoy fish pie with vegetables for lunch, and fruit with their morning toast. On occasion, staff miss opportunities for social interactions in the younger age groups as their routines focus on jobs rather than sitting at the table and talking with the children during lunch. Practitioners have high expectations in regards to behaviour and children are exceptionally well behaved during their time in the setting. Staff use gentle reminders when needed and are positive role models for all children.

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

Leaders hold weekly management meetings and complete action plans to continually improve the setting. These are shared and developed with the team at termly meetings. The appraisal system is well established and managers use this as an opportunity to reflect on strengths and develop targets for each team member. Training is given high priority with all staff regularly attending courses and furthering their education. Those staff with higher level qualifications contribute to policy reviews and any new initiatives. These discussions have led to improved ways of communicating about children who need extra support. Leaders have high aspirations for the nursery and recognise the importance of regularly reviewing their systems. Partnerships with other agencies and parents are strong. These contribute to the ways that support is put in place for those children who may have additional needs.

Setting details

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|------------------------------------|-------------------------------------|
| Unique reference number | EY250442 |
| Local authority | Lancashire |
| Inspection number | 872598 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 48 |
| Number of children on roll | 89 |
| Name of provider | Early Birds Private Day Nursery Ltd |
| Date of previous inspection | 19 December 2011 |
| Telephone number | 01257 791 089 |

Early Birds Private Day Nursery was registered in 2003. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications, including two with level 4 and two with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for three- and four- year-old children.

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