

# Early Start Day Nursery Limited

Stanhill Works, Tennyson Avenue, Oswaldtwistle, Lancashire, BB5 4QZ



## Inspection date

Previous inspection date

11 June 2015

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are happy and confident at nursery; they relate easily to their named member of staff. Teaching in each classroom is good which helps all children to progress well. Staff place great emphasis upon helping children to learn through stories, rhymes, talk, writing, and games of 'lets pretend'.
- The nursery is improving because of good leadership, helpful support from the local authority and the shared work of the whole staff team. Assessment and planning for children's learning are now strengths of the nursery.
- Leaders of each classroom are clear about what they need to do to improve their work further. Provision for two- and three-year old children is led especially well. All nursery staff are supported fully through regular individual meetings with the manager.
- Partnership with parents is good and benefits children at home and nursery.
- Arrangements to keep children safe and protected, including through training and testing what staff understand, are given high priority by leaders.

### It is not yet outstanding because:

- On occasion, the teaching of older children does not give them enough opportunities to learn about the world and be fully ready for life in modern Britain.
- Some opportunities to help babies to be independent are missed because at times the baby soft play room is crowded with too many resources.
- Some checks on the quality of teaching and reviews of the nursery are not always organised and recorded well enough to spot smaller weaknesses in the work of staff.

## What the setting needs to do to improve further

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

- improve opportunities for older children to learn about the wider world, for example by including more examples of the people and families of modern Britain in the books and wall displays of the pre-school classroom
- improve opportunities for babies to learn independence by de-cluttering the baby soft play room so that babies can explore with and without close adult support
- improve the organisation and recording of reviews of the nursery including checks on teaching so that information is more precise and specific about what is working well and what needs to improve.

### Inspection activities

- Her Majesty's Inspector (HMI) spoke to children and observed care, learning and teaching in the nursery classrooms and outdoors. Some teaching was observed jointly with the nursery manager.
- Meetings were held with the nursery manager, area manager, and a range of staff including room leaders.
- HMI spoke to some parents and carers.
- HMI checked evidence of the suitability and qualifications of nursery staff.
- HMI considered a wide range of documents including: reviews of how well the nursery is developing; documents about the care and protection of children; plans for teaching; and information about children's progress.

### Inspector

Tim Vaughan Her Majesty's Inspector

## Inspection findings

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

Early Start has improved rapidly in the past year since the registration visit. Staff now observe children carefully and support them well in activities. Staff have a clear understanding of typical child development; they have appropriate expectations for what young children can achieve. They make good use of national guidance about the education of young children when they are reviewing their assessments of children's learning. This means that staff spot when children have speech and language difficulties and they act quickly to offer appropriate support. In the past, such assessment and planning was not well developed. Now it is a strength of the nursery's work, and teaching across classrooms is good. As a result, all children are making good progress in their learning. Staff give equal value to presenting displays about the play of babies as much as they do to the activities of the oldest children. While children's own family and background are valued and celebrated in nursery, older children do not always have enough chance to learn about the wider world of modern Britain.

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

Throughout the nursery, relationships between children and adults are good. Staff are caring and adapt their support well to the needs of individual children. This shows in their sensitive support for the sleep and feeding routines of babies and toddlers. It shows too in how staff patiently assist children new to the two- and three-year-old classroom to settle into their new environment. Children in the pre-school classroom are confident, keen to learn and feel at ease. They enjoy exploring in the nursery and are very interested in visitors such as an inspector. They are also developing many key skills in communication, maths, reading and writing and are ready for the move to primary school. Children are given healthy meals and snacks throughout the nursery and they have lots of opportunities to develop their physical confidence and coordination. Babies are given important opportunities such as playtime on the floor while lay on their stomachs. However, some opportunities to help babies to become independent when in the baby soft play room are missed. This is because this room can be over-crowded with resources.

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

Support from the local authority, careful actions by managers and greater teamwork by all staff are improving the nursery. Room leaders and managers now have a greater understanding of national requirements for young children's care and education. Staff qualifications and training are now making a positive difference to the quality of children's care, learning and teaching. Individual meetings with staff are linked closely to checks made of the quality of teaching, as well as discussions with room leaders to set targets for improvement. Staff find this support useful in helping them to improve. However, some smaller weaknesses in staff practice are missed. This is because, at times, checks and reviews of the quality of the nursery are not organised or recorded well enough by the manager.

## Setting details

<b>Unique reference number</b>	EY483121
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1010430
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Early Start Day Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01254 383294

Early Start Day Nursery Limited was registered in 2014. It is a re-registration of a nursery operated on this site by the provider since 2007. It is managed by a company and is situated in a self-contained property in the Oswaldtwistle area of Lancashire. There are 22 staff working with children across four rooms over two floors and an enclosed outdoor play area. Three members of staff hold early years qualifications at level 2, fourteen at level 3, and three at level 5. One member of staff holds a BA (hons) degree. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides places for babies and toddlers as well as funded early education for two-, three- and four-year-old children. The nursery is open Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm.

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