

Early Learners Nursery

20 Deacon Road, Widnes, Cheshire, WA8 6ED



Inspection date

13 August 2015

Previous inspection date

2 June 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

- The provider and manager employ a team of well-qualified staff, who have a secure knowledge of how children learn and develop. Teaching is well matched to children's individual needs and they make good progress towards the early learning goals.
- Children have formed close attachments to the staff. Children are happy, settle quickly and are confident, which contributes towards their emotional well-being and effectively helps them feel secure.
- Partnerships with parents are highly effective. Staff work very close with them to support the individual needs of children. Staff meet with parents on a regular basis to discuss how children's learning can be supported at home.
- Staff have a good understanding of how to keep children safe. There are thorough and clear procedures in place, should staff have any safeguarding concerns about children. Children are taught how to keep themselves safe and assess their own risks by identifying dangers and talking to staff about how to use equipment safely.
- The manager and staff have a clear understanding of the strengths and weaknesses of the setting. They reflect on their practice thoroughly and successfully include parents and children in their self-evaluation.

It is not yet outstanding because:

- The manager does not always monitor teaching practice precisely enough to raise the overall quality to an outstanding level.
- Occasionally, staff in the pre-school room do not always hold children's interest and engagement during planned group activities.

What the setting needs to do to improve further

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

- sharpen the focus on monitoring the good quality of teaching and provide detailed feedback, ensuring that staff are able to enhance their skills to an outstanding level
- review the organisation of group activities in the pre-school room to fully engage children for the duration of the group activity, so they are keen and motivated to learn.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager and checked evidence of the suitability and qualifications of staff working with children, policies, procedures, risk assessments and the nursery's self-evaluation.
- The inspector spoke to both children and staff and observed play and learning activities within the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Inspection findings

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

Staff are committed to their roles and talk passionately about their work and how they support children to make good progress. They know children well and plan activities that interest them and build on their previous learning. Staff make detailed observations of children's progress electronically and use this information to plan purposeful activities to support each child's learning according to their differing abilities. For example, babies develop their sensory experiences through activities designed to allow them to explore and investigate. Toddlers enjoy listening to short stories and taking part in singing action rhymes. Staff are enthusiastic as they interact with children during spontaneous activities. For example, staff use a variety of teaching strategies with them as they work out how high they can build a tower before it falls over. However, this is not always the case during planned activities. Staff are not always able to consistently challenge children because the planned activity is too long. As a result, some children become bored and restless.

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

Children are happy and form close bonds with their key person. Staff have a warm and caring rapport with children and are knowledgeable about their individual needs. Staff provide many opportunities for children to become independent and self-sufficient, which support the skills that are required for the next stage in their learning. Praise is used well to motivate children and their confidence is developing. Staff are good role models. Children are encouraged to be kind and respectful to one another when playing. They are fully involved in creating their own rules and boundaries enriching the excellent behaviour in the nursery. Children's physical skills are effectively promoted outdoors and staff support them to take controlled risks. Children enjoy healthy snacks and meals, which contributes positively to their good health. They follow good hygiene routines and manage their personal care needs well.

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

The provider and manager have a good understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. A clear recruitment and induction procedure is followed to ensure staff are suitable to work with children. The manager ensures that staff seek relevant training to ensure that their knowledge is up to date. Staff have regular supervision meetings and the manager occasionally monitors their practice. However, the manager does not always provide clear feedback and staff are not always able to enhance their skills to an outstanding level. Nevertheless, the well-qualified staff deliver good quality teaching that effectively supports children's learning. The provider regularly evaluates the activities and oversees all children's progress to ensure that all gaps in learning are swiftly acted upon. Parents are very complimentary about the service provided by the nursery. They believe their children are making progress since starting at the setting.

Setting details

Unique reference number	303434
Local authority	Halton
Inspection number	871721
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	106
Number of children on roll	171
Name of provider	Early Learners Nursery Limited
Date of previous inspection	2 June 2011
Telephone number	0151 424 2987

Early Learners Nursery Limited was registered in 1985. The nursery employs 22 members of staff, of whom 20 hold appropriate early years qualifications at level 3 or above. One member of staff holds Qualified Teacher Status. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. 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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