

Early Learners Day Nursery

178 Hawthorne Road, Bootle, Merseyside, L20 3AR



Inspection date	1 October 2015
Previous inspection date	21 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified and have a secure understanding of the Early Years Foundation Stage. They use their knowledge to plan a wide range of activities and experiences that promote children's learning across the seven areas.
- Staff are enthusiastic and spend long periods of time playing alongside children. They have high expectations of what children can achieve and collect detailed information about children's current abilities when they first start the setting.
- Partnerships with parents are strong. Parents receive regular feedback and information about their child's progress and development. They are encouraged to attend stay and play sessions and are supported to guide their child's learning at home.
- Children have formed secure attachments with their key person. Staff know their key children extremely well and respond attentively to their needs. This helps children to settle and supports their confidence and emotional well-being.
- The management team display a clear commitment to making improvements and enhancing their practice. They regularly evaluate the provision and consider feedback from the local authority when identifying specific actions and priorities.

It is not yet outstanding because:

- The monitoring of the assessments of children's learning does not yet take account of the progress of different groups of children who attend.
- The systems in place for professional development do not always focus strongly enough on raising the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- enhance the systems in place for assessments to monitor the progress of specific groups of children within the setting.
- build upon systems for professional development to focus more strongly on the quality of teaching to raise this to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. 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

Nadine McCarthy

Inspection findings

Effectiveness of the leadership and management is good

The management team regularly reviews policies and procedures to ensure these reflect any changes in current guidance or legislation. The manager includes the views of the staff and parents when evaluating the provision. She successfully monitors the tracking and assessments of individual children to ensure any gaps in their learning and development are identified and appropriate intervention is sought. The manager has plans to extend these monitoring arrangements to include the tracking of groups of children who attend. Staff have the opportunity to attend regular supervision meetings and benefit from ongoing training. This helps to develop their knowledge and has a positive impact on the children who attend. The arrangements for safeguarding are effective. Staff have a good awareness of the policies and procedures to follow should they have any concerns about the children in their care.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff are particularly skilled at interacting with the children they care for. They use a range of strategies to extend children's learning and promote their language and communication skills. Staff listen carefully to the children and value their interests and opinions. Children are encouraged to direct their own learning and follow their interests. Staff engage well with children during play and are always nearby to offer suggestions or additional resources that help to extend children's learning experiences. Children have good opportunities to investigate, problem solve and play imaginatively. Staff complete regular observations of children's learning and development and use these to identify specific next steps in their learning. Planning is effective and helps to support children's individual needs and all-round development. Parents' opinions are sought and valued when completing initial assessments.

Personal development, behaviour and welfare are good

The key-person system is effective and this helps children to feel safe and secure within the setting. Staff regularly use praise and motivate the children to learn. Children respond well to the rules and boundaries that are in place and treat each other with respect. The organisation of the outdoor area provides lot of opportunities for children to extend their learning and be physically active. The manager carefully monitors the outdoors to ensure all children have access to a wide range of experiences and to make sure their safety is promoted. Children enjoy a healthy balanced diet and have opportunities to grow their own fruits and vegetables. Staff support children well when they move into different rooms, which helps children to settle quickly.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points. Recent staff training for speech and language has helped to support outcomes for children in this aspect of learning. Older children are learning to develop key skills for their future learning as staff plan daily literacy and mathematics sessions. This helps to prepare children well for their next stage in learning and move to school.

Setting details

Unique reference number	310414
Local authority	Sefton
Inspection number	867938
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	50
Number of children on roll	79
Name of provider	Kenneth Alan Cosgrove
Date of previous inspection	21 March 2011
Telephone number	0151 933 2022

Early Learners Day Nursery was registered in 1994. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, and three at level 2. The nursery opens from Monday to Friday all year round from 7.30am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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