

Inspection date

4 February 2016

Previous inspection date

14 November 2012

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The ways in which staff performance is managed through supervision and observation of their practice are not yet sufficiently focused to ensure all staff are fully supported to deliver the highest quality teaching.
- Some staff do not consistently track individual children's progress so that they can quickly identify any gaps in children's learning and seek appropriate support. In addition, the managers do not have sufficiently robust procedures in place to ensure that groups of children who may need interventions are quickly identified.
- The arrangements for self-evaluation do not yet include ways to review the effectiveness of any changes made.

It has the following strengths

- The key-person system is effective as all staff are clear about their role in helping children form secure emotional attachments. Staff know children's unique preferences and things that comfort them. They ensure these are readily available, which helps children to settle and feel at ease. This promotes their emotional well-being.
- Each playroom has a varied range of equipment and activities that is suitable for the children's developmental stages. Children are allowed to freely make their own choices, explore and experiment. This helps children to develop their confidence to be exploratory learners.
- Staff have high but realistic expectations of what young children can do. They support children well to develop their resilience and be confident to attend to their own personal needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

| | Due Date |
|---|-----------------|
| <ul style="list-style-type: none"> ■ ensure that staff consistently undertake assessments and track children's progress, to sharply focus the planning for children's future learning and the identification of gaps in children's learning where additional support may be required | 05/04/2016 |
| <ul style="list-style-type: none"> ■ develop the programme for staff supervision, in order to ensure there is a well-established programme of professional development, to coach and support staff to improve their personal effectiveness and drive continuous improvement in teaching and care for children. | 05/04/2016 |

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

- review the effectiveness of any changes made following implementing any plans for improvement so that it is clear what effect any changes made have on outcomes for children.

Inspection activities

- Prior to the inspection, the inspector viewed the setting's last inspection report and information held by Ofsted.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to on the day.
- The inspector held meetings with the owner and the setting's manager. He also held several informal discussions with the manager, exploring her understanding of the requirements of the Early Years Foundation Stage.
- The inspector checked evidence of the suitability and qualifications of staff working with children. He also looked at children's records, accident records and a range of other regulatory documentation and policies and procedures.
- The inspector checked the arrangements for staff with first-aid training and their deployment.

Inspector
Frank Kelly

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff demonstrate they have a secure understanding of the policies for child protection and the steps they need to take to report any concerns about a child in their care. Arrangements for dealing with, and reporting of, accidents are reflective of the welfare requirements, including notifying Ofsted. The majority of the staff team has childcare qualifications and experience. The premises are appropriately organised, and the adult-to-child ratios and staff qualification requirements are met. Children are suitably supervised and staff make daily checks of the premises to keep children safe. Risk assessments are reviewed appropriately as circumstances change. A supervision and performance-management programme is in place. However, this is not yet focused on the individual staff's needs, to raise the quality of teaching to a higher level. Self-evaluation is undertaken and staff contribute to developing the improvement plans for each room. The manager has recently introduced a revised system for staff to plan and assess children's progress. However, she has not reviewed the changes with sufficient rigour to ensure that staff are tracking children's progress consistently. This means assessment for some children is not undertaken with sufficient frequency to ensure that any gaps in children's learning are promptly identified and swift action taken to close gaps.

Quality of teaching, learning and assessment requires improvement

Staff have a range of suitable qualifications and they demonstrate soundly that they understand how activities connect to differing areas of learning. This helps them to provide a suitable variety of play experiences that spans all seven areas of learning. However, the quality of teaching is variable as some staff do not plan consistently for each child's unique learning needs. This means some children are not always supported or challenged to make the best progress. Nevertheless, children enjoy the activities. They are enthusiastic participants who are eager to learn. Staff-led activities and impromptu interactions help children to develop their prime areas of learning. Children learn to concentrate, coordinate physical skills and extend their vocabulary as they sing rhymes, do the actions and listen to stories. Staff reinforce counting in activities and children enjoy playing in sand, making marks with writing tools and building with construction sets.

Personal development, behaviour and welfare require improvement

Staff support children's behaviour well. They gently help children to learn about taking turns and sharing experiences. Fun craft activities linked to celebrations, such as Chinese New Year, help children to learn about communities beyond their own families. Children are actively encouraged to try to put their coats on, clear toys away and serve their own lunch using tongs. They learn about good health through discussions about their muscles and the benefits of the food. Outdoor play on a daily basis provides children with chances to be physically active.

Outcomes for children require improvement

Children are not making best progress in their learning. They do not benefit from teaching that is consistently good and focused on achieving the widest range of skills in preparation for starting school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY216300 |
| Local authority | Sefton |
| Inspection number | 1037524 |
| 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 - 4 |
| Total number of places | 42 |
| Number of children on roll | 62 |
| Name of provider | Early Days (UK) Limited |
| Date of previous inspection | 14 November 2012 |
| Telephone number | 0151 928 1551 |

Early Days (UK) Ltd was originally registered in 2002. The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round with the exception of a week at Christmas. Sessions are from 8am until 6pm.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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