

Early Days Nursery

32 Reservoir Road, Edgbaston, Birmingham, West Midlands, B16 9EG



Inspection date

5 May 2016

Previous inspection date

9 November 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------------|---|
| | Previous inspection: | Inadequate | 4 |
| 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

- The leadership team has taken effective action since the last inspection. Leaders and staff have developed their knowledge of how to support children's learning and have successfully reviewed their teaching styles. This has had a very positive effect on the care and learning experiences they offer children. Leaders have the vision, enthusiasm and capacity to drive further improvements.
- Leaders have significantly improved their child protection practice. In particular, they have developed very clear procedures in the event of any allegation being made against themselves or a member of staff. Through training and meetings, they make sure all staff have a detailed knowledge about all safeguarding concerns and required procedures. Consequently, children are well-protected.
- Leaders and staff have high expectations of children, based on accurate assessments of their development, including their starting points. A sharp focus on assessment helps staff to identify any gaps in children's progress, at a very early stage.
- Strong links with professionals enable them to seek the necessary intervention and support for children and their families. As a result, children with skills and abilities below those typical for their age, quickly catch up with their peers.
- Children are happy and settled in the setting. They attend regularly and have warm and close relationships with staff. Babies are cuddled and soothed by very attentive staff. This successfully supports children's emotional and physical well-being.

It is not yet outstanding because:

- Leaders have yet to fully secure the engagement of all parents in further supporting their children's learning in the setting and at home.
- Staff do not fully engage boys in all areas of learning as well as they could.

What the setting needs to do to improve further

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

- enhance the communication systems used, to ensure all parents contribute and take an active role in their child's education
- ensure boys make the best possible progress in their learning and development through providing activities that interest and engage them and meet their needs.

Inspection activities

- The inspectors reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspectors observed children during a range of play and learning activities, including outdoors.
- The inspectors spoke with leaders, staff, parents and children at appropriate times throughout the day.
- The inspectors checked evidence of the suitability of all staff working at the setting and the professional qualifications and training of staff and leaders.
- The inspectors looked at a range of documentation including children's learning journals and the staff's planning of children's learning and development activities.

Inspectors

Lorraine Anne Lawton / Esther Gray

Inspection findings

Effectiveness of the leadership and management is good

Leaders are committed to delivering a high-quality provision. They effectively support staff, work closely with local teachers and advisors, and act on parents' suggestions, in their drive to improve. Leaders track and monitor the progress of groups of children. For instance, they identify that on occasions, boys concentrate less well than girls during literacy and mathematical activities. The well-qualified staff team undergo rigorous performance management arrangements. They watch video footage of their practice and receive constructive feedback about the quality of their teaching. The arrangements to safeguard children are effective. Leaders have established working relationships with local child protection professionals. Staff articulate a secure knowledge of the potential risks to children and of the setting's procedures. In addition, rigorous recruitment procedures protect children.

Quality of teaching, learning and assessment is good

Teaching is good. Children's curiosity to learn is provoked by rich, stimulating resources. They show intense pleasure when they play in the exciting outdoor areas. They tend to the herbs and fruits they have grown from seed, they put their wellies on and wade through mud. Staff skilfully support all areas of children's development. Staff discourage the use of dummies. They use signs and symbols to help babies and very young children to communicate. They display contrasting colours of black and white to stimulate babies' vision. Staff make activities fun and reinforce children's learning. For instance, pre-school children eagerly recall stories. They know that the gingerbread man did not run away because he was eaten by the fox. They discover interesting ingredients, such as cinnamon and ground ginger, when they bake gingerbread men. They concentrate and persevere when they draw intricate pictures of the old woman, the old man and the fox. Staff have a concise knowledge of their key children's development stages. They plan and adapt activities to take account of individual children's next steps.

Personal development, behaviour and welfare are good

Children flourish during their time in the setting. Staff constantly talk to children in a kind and respectful manner. Therefore, children feel a sense of belonging and they behave exceptionally well. They develop an acute sense of the importance of being healthy. All children have daily opportunities to be outdoors in the fresh air. The cook provides healthy snacks and meals as part of the 'Startwell' initiative to prevent obesity. High standards of care and hygiene practice protect all children, particularly young babies. Staff are particularly diligent when babies sleep. They record what they see and make adjustments to keep babies cool and appropriately positioned. Babies sleep safely and soundly.

Outcomes for children are good

Children are inquisitive learners and they make good progress. They are developing competence and independence in their personal needs. They choose to play indoors or outdoors and they select their own activities. Older children are developing good mathematical skills and are learning to draw and write. As a result, children are well-prepared for the next stage in their learning and as they move on to school.

Setting details

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|------------------------------------|---|
| Unique reference number | 227184 |
| Local authority | Birmingham |
| Inspection number | 1050232 |
| 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 - 8 |
| Total number of places | 70 |
| Number of children on roll | 52 |
| Name of provider | Early Ventures Ltd |
| Date of previous inspection | 9 November 2015 |
| Telephone number | 0121 456 5550 |

Early Days Nursery was registered in 1991. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2, 3, 5 and level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery supports children who speak English as an additional language, disabled children and those with special educational needs. The nursery receives funding to provide education for two-, three-and-four-year-old children.

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