

Early Days Nursery

Park Hall CP School, Carberry Way, Stoke-on-Trent, Staffordshire, ST3 5QU



Inspection date

24 May 2016

Previous inspection date

29 April 2014

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

- The registered provider makes sure there are robust risk assessment procedures in place. Staff vigilantly make sure that all indoor and outdoor areas and any outings off the premises are safe. This, good staff deployment and implementation of the confidentiality policy and procedure, makes sure children are kept safe.
- Children of all ages develop close emotional attachments with the staff. Staff are positive role models and respond quickly to children's immediate needs for comfort. This, and staff's knowledge about the behaviour management policy and procedure, helps to foster children's good behaviour.
- There are positive relationships between the staff, parents and other professionals and providers, including the local schools. This helps to make sure there is consistency and continuity in children's learning and care. Staff promote a good two-way exchange of information with parents. They support parents well to continue with their child's learning at home.
- The detailed and effective self-evaluation process of the nursery includes all staff, management, parents and children. This helps the manager to identify clear targets for further improvement, which are acted upon quickly. Consequently, outcomes for all children, including those with special educational needs or disability are good.

It is not yet outstanding because:

- Staff do not always use what they know about each child to challenge them to the highest possible level and consistently promote rapid progress in their learning.
- Staff do not always support parents effectively to share information about what their child already knows and can, in order to inform the assessment of starting points for children's learning.

What the setting needs to do to improve further

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

- support all staff to use what they know about each child to challenge them fully in their learning and promote their rapid progress
- support parents more effectively to share information from the start about what their child already knows and can do, in order to inform the assessments of the starting points for children's learning.

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. 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 selection of the staff during the inspection.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The registered person makes sure that all staff follow the comprehensive safeguarding policy and procedure. She makes sure that the recruitment procedures in place are robust so that all staff are checked for their suitability for the job. All staff receive effective coaching and support for their roles. This includes regular opportunities to discuss their training needs and any confidential issues. Staff share their training with their peers so that all children benefit throughout the nursery. This, and effective assessment and planning for the next steps in children's learning, has a positive impact on all children's progress.

Quality of teaching, learning and assessment is good

Staff provide purposeful learning experiences for children throughout the day, thereby enhancing children's development very well. Babies thoroughly enjoy moving about their environment, investigating while using their senses. They are well supported to make their own independent choices. Staff are highly engaged with the babies. They follow their lead and support their communication development well. Staff working with the toddlers get down to their level and play alongside them as they engage in imaginary play in the home corner. Toddlers giggle and demonstrate excitement as they rattle their home-made musical instruments, listening to the different sounds. Staff read storybooks to toddlers and spend time talking to them about their life beyond the nursery, reinforcing their confidence and helping them to settle well. All children are provided with good opportunities to be physically active outdoors. Older children thoroughly enjoy following their friends up and down the climbing frame and chasing one another as they laugh and giggle. During indoor play times, older children become engrossed in their play as they weigh out ingredients for making cakes. Staff support children to compare numbers and to take turns at mixing. Children are encouraged to talk about where eggs, milk and butter come from. Staff use demonstration, commentary and a range of questioning techniques to further enhance children's learning across all areas of their development.

Personal development, behaviour and welfare are good

Children are provided with healthy and well-balanced snacks and meals each day. Staff talk to the children about how good food helps us to grow strong. Children learn about oral health as they are supported by their key person to brush their teeth after mealtimes. This, and daily access to the outdoor play environment for fresh air and exercise, positively encourages children to learn about a healthy, active lifestyle.

Outcomes for children are good

Children settle quickly as they arrive at nursery. They develop confidence and a can do attitude to their learning. Children build good friendships with others and learn to share and take turns. They are well supported through positive interactions with their key persons throughout the day. All children, including those with special educational needs or disability and those in receipt of funding, make good progress. They are well prepared for their eventual move to school.

Setting details

Unique reference number	EY310866
Local authority	Stoke on Trent
Inspection number	1051790
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 - 11
Total number of places	76
Number of children on roll	145
Name of registered person	Early Days (Staffordshire) Limited
Registered person unique reference number	RP907022
Date of previous inspection	29 April 2014
Telephone number	01782 331821

Early Days Nursery opened in 2005. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4, 14 at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery supports children with special educational needs or disability. The nursery provides funded early education for two-, three- and four-year-old children.

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