

Earlybirds Daycare

Normanton Methodist Church, Wakefield Road, NORMANTON, West Yorkshire, WF6 1AG



Inspection date	15 June 2016
Previous inspection date	22 December 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

- Leaders and managers are committed to improving the quality of care and learning. This has resulted in a marked improvement in the quality of teaching and learning, particularly for the babies and toddlers.
- Leaders and managers have effectively managed weaknesses in practice. The level of supervision and support provided to staff has renewed their enthusiasm to do their job well. This has had a positive impact on children's experiences.
- Parents look at and contribute towards their children's progress records. Staff explain what they are planning to teach their children next, and offer ideas of how parents can continue with their children's learning at home.
- Parents talk very highly of the improvements taken place since the last inspection. For example, the new layout and how much more welcoming staff are has had a good impact on their children.
- Funding is used well to provide additional support for children who need it. Leaders show that children are catching up and making good progress.

It is not yet outstanding because:

- The programme for professional development has recently focused on training to meet statutory requirements. However, it does not focus on how to achieve outstanding practice in teaching and excellent outcomes for children.
- The strategies used to help parents share information about what children can do when they start are not wholly successful.
- Staff do not always consider how they can further support children moving towards independence.

What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme for professional development that effectively increases the potential to achieve excellent outcomes for children
- explore ways to help parents share more concise information about what children can do on entry
- create more opportunities for children to refine their independence skills.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to children at appropriate times during the inspection.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The recruitment and vetting of staff helps to ensure they are suitable to work with children. All staff have re-trained in the procedures they must implement, in order to help protect children from possible abuse or neglect. Leaders and managers work closely with other early years professionals and outside agencies. This joint working approach helps to secure the support that children and their families need. Staff carry out risk assessments on a regular basis and implement health and safety procedures effectively. This helps to ensure the environment, resources and equipment remain suitable for children to use.

Quality of teaching, learning and assessment is good

Staff make accurate and sensitive assessments of children's progress and use the information to plan for what children need to learn next. Staff observe children closely and encourage them to explain what they are doing. This helps to develop children's confidence when listening to and answering questions in a small group. Staff skilfully introduce counting, simple addition and shape. They encourage children to count the items they are joining up and to work out how many more are needed to make the circle complete. Babies are shown how they can make marks in paint using their hands and feet. Staff talk about the colour, size and shape of the marks they are making. They extend this for the most-able children by encouraging them to explore what else they can use to make marks. Toddlers are shown how to use tools to manipulate dough. They are encouraged to communicate using a combination of sign language and single words.

Personal development, behaviour and welfare are good

The key-person system is well established and enables children to bond quickly with their carer. Rooms have been re-organised and decorated, making them brighter and more spacious. This has a positive impact on children and enables them to explore and initiate their own play. Staff have worked closely as a team to widen learning opportunities for children. For example, they have extended the range of activities and resources to support children's interest in counting and solving problems. They have introduced a planting area and music wall outside. Children learn to make healthy choices and try new foods. They serve themselves at lunchtime and get a drink of water when they are thirsty. Children are clear about why they need to wash their hands before lunch. Babies are cuddled and soothed as they go to sleep, and are greeted with a smile on waking. Older children choose a sad or happy face when they arrive, showing that they feel safe in letting staff know how they feel.

Outcomes for children are good

All children are engaged and active learners. Babies quickly master the skill of feeding themselves and older children confidently manage their own basic hygiene. Children enjoy expressing themselves and explore using items other than musical instruments to make music. Children are confident communicators, have a good understanding of how to behave and demonstrate good physical skills.

Setting details

Unique reference number	EY495984
Local authority	Wakefield
Inspection number	1035658
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	54
Number of children on roll	88
Name of registered person	MD Normanton Limited
Registered person unique reference number	RP907273
Date of previous inspection	22 December 2015
Telephone number	01924 898271

Earlybirds Daycare was registered in 2015. The setting employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including one member of staff with an early years foundation degree. The setting opens from Monday to Friday all year round, except for bank holidays and one week between Christmas and New Year. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

