

Early Days Nursery

2a Orme Road, Newcastle, Staffordshire, ST5 2ND



Inspection date

19 January 2017

Previous inspection date

2 September 2013

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

- Teaching is good and staff provide a varied range of activities and resources to promote and extend children's play and learning. Children make good progress from their starting points and enjoy their time at nursery.
- Staff work closely with parents and other professionals working with children to help support children's learning and promote their welfare.
- Staff work well with the local schools to help prepare children for their next stage of learning. For example, staff are using the same letters and sounds system as the local schools to promote children's literacy development, so they are familiar with it when they move on.
- Staff show a genuine commitment in helping children feel safe and develop a sense of belonging. They place a strong focus on getting to know their assigned children and promoting their confidence and self-help skills.

It is not yet outstanding because:

- Staff development systems do not identify precisely with staff what they can do to raise the quality of their teaching and use of assessment to an exceptional level.
- Leaders do not always use the information they gain from comparing the progress of different groups of children to plan meticulously for each groups' future learning.

What the setting needs to do to improve further

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

- enhance further the arrangements in place for staff development, and raise the quality of teaching and use of assessments to an exceptional level to help children make the very best progress
- develop highly effective systems to monitor the progress made by different groups of children, such as funded two-year-olds, to help narrow any gaps in their learning even more rapidly.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery's manager, coordinator and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. A strong focus is placed on ensuring recruitment practices are robust. New staff are inducted effectively to fulfil their roles and responsibilities and all staff have a good knowledge of child protection issues. The leadership team works well together to secure improvement. For example, regular leadership meetings, staff meetings and robust monitoring ensures a culture of safety is promoted. All staff benefit from targeted training opportunities to help raise their knowledge and skills. As a consequence, the quality of teaching is consistently good across the nursery.

Quality of teaching, learning and assessment is good

Staff are well qualified and use a detailed planning system to note children's interests and their next steps in learning. They use this information well to plan motivating play experiences for children that help to challenge their learning. For example, staff use group work extremely well to promote opportunities for discussion, to help children link letters to sounds and recognise numbers and count. Staff in pre-school use routine tasks, such as snack time, skilfully to help extend children's problem-solving skills. For example, children confidently calculate how many more plates they need for the amount of children present. Staff use a good range of materials, resources and sensory experiences to capture the children's curiosity. Staff use these opportunities well to introduce new words and they place a strong focus on encouraging children to talk. Staff successfully support children who have special educational needs or disabilities during activities to help them make good progress.

Personal development, behaviour and welfare are good

Since the last inspection, the nursery has been refurbished and is bright, clean and good hygienic practices are adopted. The meals and snacks provided are freshly prepared, healthy and nutritious. For example, children thoroughly enjoy organic rice cakes and cottage cheese. Staff work closely with children to teach them about the importance of good oral hygiene, healthy foods and how exercise is good for their bodies. Staff are consistent in their approach to behaviour management. Children talk about their 'listening ears' and 'walking legs', and they know what is expected of them and are well behaved. Children know that certain rules are in place for their safety and learn about the role of the emergency services.

Outcomes for children are good

Children make good progress from their starting points, including those children who speak English as an additional language. The gap between the attainment of the funded two-year-olds and other children is narrowing. Many of these children start with lower starting points and do progress well. Children enjoy learning and show good levels of interest in what is provided. Children learn about themselves, their families and build friendships. They enjoy the staffs' interactions and are keen to talk about their ideas and what they see and touch. Children acquire the key skills in preparation for school and their next stage in learning.

Setting details

Unique reference number	EY216550
Local authority	Staffordshire
Inspection number	1064274
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	57
Number of children on roll	33
Name of registered person	Early Days (Staffordshire) Limited
Registered person unique reference number	RP907022
Date of previous inspection	2 September 2013
Telephone number	01782 633311

Early Days Nursery was registered in 2001. It is one of three nurseries owned by the provider. The nursery opens on Monday to Friday, for 51 weeks of the year, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are nine staff employed. Of these, one holds a qualification at level 6 in early years, three hold a qualification at level 4, four hold a qualification at level 3 and one holds a qualification at level 2.

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