

Early Days (UK) Ltd

Early Days UK, 7-15 Linacre Road, Liverpool, Merseyside, L21 8NJ



Inspection date	20 January 2017
Previous inspection date	4 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Good progress has been made since the last inspection. The entire staff team demonstrates a commitment to improving the service they provide for children. Close working with local authority to review their practice, means well-chosen plans for improvement have been successfully put into action.
- The key-person system is effective. Children and parents are warmly welcomed and good relationships have been established. Staff demonstrate a sensitivity and respect for children they care for. Children feel safe and they settle quickly. They enjoy the sense of fun created by staff, which supports them to play and learn with purpose.
- The thoughtfully planned environment benefits children greatly. Resources and displays provide children with plenty of things to ignite their curiosity. They eagerly make their own choices and demonstrate they are developing skills that help them to be active and exploratory learners.
- Children are learning about good hygiene, keeping themselves safe and the impact that exercise has on their body. For example, children feel their heartbeat after running and jumping. Staff remind them about the importance of having a drink to refresh and hydrate their bodies, even when they do not feel thirsty.
- Parents speak highly of staff and praise their hard work and care for their children.

It is not yet outstanding because:

- The monitoring of performance does not always provide staff with precise targets regarding what is needed to improve their individual teaching skills.
- Staff do not yet make best use of their otherwise good partnerships with parents when they complete their regular summary of children's progress.

What the setting needs to do to improve further

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

- strengthen the recently implemented systems for the monitoring of performance to provide staff with precise information to help them improve their individual teaching skills
- strengthen the ways parents are involved with the staff's regular assessments of children's progress, so that their opinions, experiences and insights provide an even more rounded view of the child.

Inspection activities

- The inspector viewed activities throughout the four playrooms and the outdoor play area. He observed teaching and interactions between staff and children.
- The inspector carried out a joint observation with the deputy manager. He spoke with members of staff and children at appropriate times during the inspection. The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector held meetings with the owner, the deputy manager and a representative from the local authority. He also discussed self-evaluation arrangements and plans for future improvement.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and suitability of staff working in the nursery and also looked at other documentation.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate they have a good understanding of policies for child protection and any steps they need to take to keep children safe. The premises and equipment are clean, well maintained and secure. Staff attend training that enhances their understanding of how to promote the needs of babies, outdoor winter play and building children's communication. However, the regular programme to support staff and develop their skills is not fully embedded. Staff do not receive precise targets to help them improve their individual skills. Staff work well together, their harmony is creating a pleasant atmosphere in which children are thriving. Management is developing the way they check the assessment for children's learning. Additional funding is used productively to gain equipment that supports children's unique needs. There are secure systems for engaging other professionals in order to gain any additional support a child may need. Information about the setting is displayed and daily updates keep parents aware of children's needs and experiences.

Quality of teaching, learning and assessment is good

Staff are suitably qualified and have a range of experience. They have a good understanding about how children learn through their play and their teaching is good. Staff undertake frequent observations, accurately assess and monitor children's progress. They support learning well, stories, singing and group activities encourage emerging talkers to repeat single words. Older babies build up muscles in their mouths as they make blowing noises while joining in with a story about a wolf and pigs. Older children learn to take turns when talking and to listen to what others say. They gain chances to problem solve as they explore the texture of wet and dry sand. Children discuss confidently why they think wet sand will work best to build a castle. Babies crawl and use the furniture to steady themselves. They explore wall mounted tactile activity books. Children aged two years use chunky chinks to create marks on the floor outside.

Personal development, behaviour and welfare are good

Staff have a lovely manner with children as they are very respectful and gentle. For instance, staff do not rush children who are eating. They warn babies when they are about to remove bibs or wipe faces and fingers. Staff encourage children to express their own needs. For example, toddlers ask if they can have a sleep and will they have a story later. Staff's courteous manner and pleasant interactions means children are developing good models of behaviour. A wide range of books, pictures, toys and scripts helps children to learn about the wider diversity within society and beyond that of their own families.

Outcomes for children are good

Children are gaining good skills to attend to their own needs. Older children competently serve their own meals with increasing dexterity. They are developing good social skills and an ability to sit and listen. Babies are learning to communicate using a variety of means and children quench their curiosity as they test things out. They model with malleable dough and mix paint with their fingers. This is helping children to develop skills that provide a firm foundation for when they start school.

Setting details

Unique reference number	EY216300
Local authority	Sefton
Inspection number	1039667
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	56
Number of children on roll	63
Name of registered person	Early Days (UK) Limited
Registered person unique reference number	RP519511
Date of previous inspection	4 February 2016
Telephone number	0151 928 1551

Early Days (UK) Ltd was registered in 2002. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday, all year round with the exception of one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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

