

Early Days Day Nursery

Early Days Child Nursery, 83 Church Road, Formby, LIVERPOOL, L37 3NB



Inspection date	28 July 2017
Previous inspection date	15 April 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

- The management team has implemented effective methods of monitoring children's progress. They have a clear overview of different groups of children. They identify where additional training for staff can have the most impact on children's learning.
- Very strong partnerships with parents contribute to children's well-being and learning. Fun events are planned to promote parents' awareness of learning opportunities. Parents make very positive comments about the strong bonds they and their children have with their key person.
- Children benefit from personalised planning. Key persons focus on extending children's learning through their interests. While all children make good progress, this is particularly evident for the most-able children.
- Teaching is very strong in the area of literacy. Staff use their specialist knowledge to develop children's interest in, and awareness of, print, stories and early writing. The whole nursery approach to stories has a positive impact on children's creativity, imagination and vocabulary.

It is not yet outstanding because:

- Staff do not find out enough about what children can already do when they start at nursery. This means planning for children's learning is not as swift as it could be.
- Managers miss opportunities to cascade excellent practice throughout the staff team. Consequently, teaching across the nursery is good, rather than outstanding.

What the setting needs to do to improve further

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

- gather more detailed information about what children can already do when they start, so that staff can begin to plan for their learning straight away
- share examples of excellent practice throughout the staff team, so that all staff can further improve their teaching through collaboration.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the acting manager.
- The inspector held a meeting with the acting manager and the manager on maternity leave. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views in written feedback.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The management team has a clear understanding of the requirements they must meet. They deploy staff effectively to prioritise children's well-being. For example, when children move rooms, staff they are familiar with often move with them to ensure the transition is smooth. Staff work well with other professionals to help all children make good progress from their starting points. The provider and managers have made changes to the environment that ensure children's learning continues when many children are resting or sleeping. Managers and leaders are very well qualified and use their knowledge to identify how further improvements can be made. Training is used very effectively to build expertise in literacy and language development, which has a positive impact on children's learning. Safeguarding is effective. Staff can identify the signs that may suggest a child's welfare is at risk and know how to refer any concerns they have. Managers assess risks in the environment and on outings to ensure children are safe, adapting procedures if required. They swiftly address any minor concerns parents have.

Quality of teaching, learning and assessment is good

Staff observe children frequently and assess their progress. They are skilled at recognising children's interests and using them to teach what children need to learn next. For example, children's fondness for a favourite story is used to develop their vocabulary, recall and creativity. Children re-enact the story and create a story map. They are excited to explain to visitors what they have been doing. Gifted children are encouraged to develop their own ideas and begin to use research to learn more. For example, they find out about how eyes work and how the spine and muscles work within the body. Children busy themselves in the garden. Babies and toddlers use water to make marks and older children explore water, sand and mud. They grow herbs and vegetables and learn to count, add and subtract as they play in the 'farm shop'.

Personal development, behaviour and welfare are good

Children behave very well. Staff give positive guidance and praise to children. Children remember the simple rules in place when talking in a group. They listen well and take turns. Staff use additional tools, such as visual support cards and simple sign language to help children understand and communicate. Children are settled and happy, they demonstrate a fondness for staff and are quickly soothed with a reassuring hug if upset. Effective communication between staff and parents ensures that children's well-being is prioritised. Staff know about key events in children's lives. Children are taught about healthy food choices through discussion and cooking activities. They balance, swing and climb on garden apparatus, helping to develop their confidence and physical skills.

Outcomes for children are good

Children are very well prepared to move on to school. They develop independence in self-care and confidence in choosing resources and activities. They communicate well and want to share and develop their own ideas. They are full of fun and show a keenness to explore and investigate.

Setting details

Unique reference number	EY370496
Local authority	Sefton
Inspection number	1065134
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	96
Number of children on roll	160
Name of registered person	Merseyside Care Limited
Registered person unique reference number	RP904049
Date of previous inspection	15 April 2013
Telephone number	01704 833 305

Early Days Day Nursery registered in 2008. It is situated in the Formby area of Merseyside. The nursery employs 27 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 or higher, including two with level 6 qualifications, two with early years teacher status and four with qualified teacher status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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