

Early Learners Day Nursery

178 Hawthorne Road, Bootle, Merseyside L20 3AR



Inspection date	13 February 2019
Previous inspection date	1 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager leads a stable and dedicated team of staff. Parents speak highly of staff and how much their children enjoy attending the nursery. They say that they recommend the staff and nursery to others.
- The management team and staff share a clear commitment to building on the good quality of the nursery. They increasingly gather the views of children, parents and staff to help evaluate practice.
- Children develop well physically and gain a good understanding of how to live a healthy lifestyle. They talk about healthy foods and know why they engage in vigorous daily exercise.
- Relationships between staff and children are relaxed, positive and supportive. Children behave well and display positive self-esteem and confidence. They are well prepared for school.
- Partnerships with parents and external agencies, such as speech and language therapists, strongly contribute to meeting children's learning needs and to securing any support required.
- Staff do not plan the environment and focused activities meticulously enough to ensure that they are consistently providing highly effective teaching and learning experiences for all children.
- The professional development of staff is not linked closely enough to their individual learning needs and those of the nursery to raise the quality of teaching and learning to the highest level.

What the setting needs to do to improve further

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

- organise and use resources more effectively to help children to engage in learning and to explore and develop their own ideas
- monitor staff's practice more effectively and identify specific and targeted professional development opportunities for each staff member, to help raise the quality of teaching to an even higher level.

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 provider and management team. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of staff, children and parents spoken to on the day.

Inspector

Lynne Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Strong procedures for the recruitment, vetting and induction of staff help to ensure their suitability to work with children. The manager regularly tests staff's knowledge of safeguarding procedures. She makes good use of her findings to develop training, which helps to keep staff's knowledge up to date. Accidents are handled appropriately and records are audited to help identify any concerns about children's welfare and safety. A strong focus is placed on training in child protection and first aid. When staff attend other training, they keenly take on board new ideas. They share knowledge gained from their qualifications and training to provide good care and education. Following recent training, staff have an increased awareness of the range of physical skills needed before children can develop the finer skills required to hold a pencil and write. Plans to refurbish the nursery are underway and staff are making increasing use of a room with sensory lights to work closely with individual or small groups of children.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's learning. They make good use of what they know about each child and use information gathered from parents to support children's ongoing good progress. Staff also provide parents with ideas about activities to complete at home, which help to enhance children's learning. Following the last inspection, the management team introduced a new system for tracking children's progress. This increasingly helps the manager to identify and close any gaps in children's learning. The new online system also helps staff to promptly exchange information about children's care and learning with parents. Staff develop children's speaking, listening and literacy skills effectively. They introduce new words to enhance children's vocabulary as they play. Children enjoy exploring substances, such as foam, sand, ice, paint and glitter. While enjoying the sensory experience, they make marks with their fingers and practise early writing skills.

Personal development, behaviour and welfare are good

Parents comment that all the staff are welcoming. Children are confident and keen to engage in planned activities. Staff make good use of knowledge gained from recent training and model physical skills well. For example, staff squat and jump over cones and children copy the actions. Children enjoy activities which help to raise their awareness of their own culture and those of others. For example, at Christmas they perform at the local church for their parents and neighbouring residents. At Chinese New Year children taste spring rolls and lychees and at Diwali they listen to the Hindu story of Rama and Sita.

Outcomes for children are good

Children are supported well emotionally by their key person. Staff help children to settle well when they start at the nursery and as they move up to the next room. Children gain essential skills in readiness for school. They develop good listening, speaking and social skills and make good progress in their literacy development. Babies and younger children listen attentively to stories and join in with songs and rhymes.

Setting details

Unique reference number	310414
Local authority	Sefton
Inspection number	10065718
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	117
Name of registered person	Cosgrove, Kenneth Alan
Registered person unique reference number	RP512816
Date of previous inspection	1 October 2015
Telephone number	0151 933 2022

Early Learners Day Nursery registered in 1994. The nursery employs 20 members of childcare staff. Of these, two hold appropriate qualifications at level 2 and 18 hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, 7.30am to 5.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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