

Early Learning Academy

West Cheshire College, Ellesmere Port Campus, Sutton Way, Whitby,
ELLESMERE PORT CH65 7BF



Inspection date	4 June 2019
Previous inspection date	17 March 2016

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 provider and manager show a clear commitment to delivering a high standard of care and education for children and families. They have effective systems in place to evaluate the overall quality of their provision and identify future improvements.
- Children are very happy and confident. They settle quickly and develop close relationships with staff. They are encouraged to treat each other kindly and establish positive friendships. Staff act as positive role models and support children's social and emotional development well.
- Children have regular opportunities to be active and develop their physical skills both indoors and outside. They benefit from weekly movement sessions and have plenty of opportunities to access the outdoor area. Children enjoy putting on their own wellington boots and splashing in puddles.
- The manager has good systems in place to monitor children's progress and identify possible gaps in their learning. She makes good use of additional funding to support children's individual needs, such as speech and language development.
- Children have good opportunities to develop their understanding of personal safety. For example, visitors come into the setting to talk about how to stay safe when out in the local community.
- Partnerships with parents are well established and strong. They are invited into the setting to discuss their child's progress and review development records. Staff also work closely with parents to provide guidance and strategies to use at home to support learning and development.
- Some routines and group activities are not organised well enough to keep children engaged and support their learning and participation fully.
- Staff training and development do not focus sharply enough on improving the quality of teaching to help take this 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:

- improve the organisation of some routines and group activities to help all children participate fully in their learning
- sharpen the focus of training and professional development to help raise the quality of teaching to the highest 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 manager.
- The inspector sampled documentation, including children's records, a selection of policies and evidence of staff suitability.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector
Nadine McCarthy

Inspection findings

Effectiveness of leadership and management is good

The provider and manager reflect on their practice and produce regular action plans to help enhance the quality of their provision. They encourage parents to leave feedback and make suggestions during regular committee meetings. Parents are very complimentary about the care their children receive and say they are kept well informed about events and activities within the nursery. Following a recent analysis of children's progress, staff have worked alongside parents to provide guidance about potty training at home. The manager works effectively with other establishments to develop good relationships, such as schools and the local college. Safeguarding is effective. Staff complete regular safeguarding training to help maintain a good understanding of child protection policies and procedures. The manager reviews her policies regularly and shares updates with staff during meetings.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children's learning and use these to identify what skills they need to learn next. They plan a good range of interesting activities that help to extend children's developing interests. Children in the toddler room are keen to explore and search for animals hidden in mud. They describe the features of what they can see and staff support their developing language skills well. Children show a good ability to think critically and solve problems. For example, during an activity they transport dirty animals to the water tray to wash them and use containers with holes to make showers. Babies have plenty of opportunities to explore the environment and develop their mobility. They select musical instruments and experiment by making different sounds. Older children participate well in Spanish lessons and show a good ability to recall information. This helps to enhance their language skills.

Personal development, behaviour and welfare are good

Children are encouraged to think about their feelings and emotions during discussions and small-group activities. This helps their emotional development well. Children develop an understanding of different faiths and traditions through simple stories and activities such as food tasting sessions. Staff offer flexible settling-in arrangements. They know their key children well and work successfully with families and other professionals to support children's individual needs. Children display an interest in caring for animals and living things. For instance, they help staff to care for the pet snails and guinea pigs. They talk confidently about what they need to survive, such as vegetables and water.

Outcomes for children are good

Children develop confidence and show a positive attitude towards learning. They display good levels of involvement in self-chosen activities, such as sand and water play. Staff promote early mathematics skills and encourage children to count objects as they play. Children develop an interest in early literacy, such as reading, mark making and phonics. This helps to prepare them well for their next stage in learning and future move to school.

Setting details

Unique reference number	EY444576
Local authority	Cheshire West and Chester
Inspection number	10075135
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	60
Number of children on roll	102
Name of registered person	Cartwright, Helen
Registered person unique reference number	RP906797
Date of previous inspection	17 March 2016
Telephone number	01244 656 480

Early Learning Academy registered in 2012. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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