

Early Learning Daycare Ltd



Ramsbottom Nursery, 1 Factory Street, BURY, Lancashire BL0 9BT

Inspection date 12 July 2019
Previous inspection date 12 April 2019

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Managers and leaders are ambitious for the success of the nursery and have made vast changes to their practice and provision since the last inspection. Their significantly enhanced knowledge of safeguarding procedures and culture of vigilance across the staff team help to ensure that children's welfare is actively promoted.
- The well-qualified staff plan 'in the moment' experiences that, largely, expand on what children know and enjoy. Exciting opportunities, such as visits to the local train station, quickly build on children's love for toy trains and aid their understanding of how vehicles move in real life. Children make consistently good progress.
- Staff actively promote children's good health. They teach children about the importance of eating healthy foods and the impact this has on their bodies. Children keenly share their good knowledge of 'super foods', such as milk and yogurt, and readily express that 'they help to strengthen their bones' and 'help them to grow'.
- Transition on to school is seamless and well supported. Extra-curricular activities, such as weekly swimming lessons and physical education sessions, help children to adopt advanced self-care skills ahead of their move on to school.
- Partnerships with parents are superb. Staff keep parents informed of their children's learning and progress. They share key information with parents about the expectations for school to help to assist them in guiding their children's learning at home.
- Managers and leaders do not monitor the progress of groups of children rigorously enough to target support most accurately and help all children to make the highest rates of progress.
- At times, staff miss opportunities to further expand babies' vocabulary, and occasionally the words that staff model are not entirely accurate.

What the setting needs to do to improve further

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

- analyse the progress that groups of children make more scrupulously, to help to target support strategies more precisely and raise outcomes for children to the very highest levels
- grasp opportunities to build on babies' good breadth of vocabulary and model language most accurately, to help them to make the highest rates of progress in their communication and language development.

Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the provider, the manager and the deputy manager.
- The inspector conducted a joint observation with the manager during a planned activity in the pre-school room.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good knowledge of child protection procedures. Risks are readily minimised. For example, during the delivery of hot food at lunchtime, the cook alerts staff in good time, to help to ensure that children are kept at a safe distance and accidents are prevented. Staff are recruited safely. Regular supervisions and a broad range of customised professional development are focused intently on helping to extend staff's good knowledge and skills. Systems, such as the monthly recognition awards, value the positive contributions from staff and contribute towards their upbeat morale. Self-evaluation is inclusive. Parents comment that 'staff adopt a listen and do approach'. The successful drive to encourage early reading is supporting children's ability to select and enjoy books and is helping to 'give their imagination wings'.

Quality of teaching, learning and assessment is good

Overall, staff have high expectations for what children can achieve. They encourage babies to 'let their imagination run free' and welcome them to use their senses to explore real-life materials, such as fresh fruits, in the role-play area. This helps to boost babies' confidence and builds on their creativity skills. Purposeful resources, such as the curiosity box, encourage older children to be inquisitive, to make predictions and to use their imagination to drive forward their play. For example, after finding a number of different-shaped keys in the box, staff encourage children to think about what these might be used for. This sparks children's desire to search for a 'treasure box' outdoors to link in with their current interest in pirates. Children's ideas, such as to create a treasure map, are gladly welcomed and help to build on their good early writing skills.

Personal development, behaviour and welfare are good

Key persons form a special bond with their key children. Transition through the nursery is well supported and very fitting with children's emotional, physical and intellectual needs. Staff are alert to global health issues, such as the growing rate of tooth decay among young children. They embrace opportunities to help to promote good oral health routines within the nursery and at home. Engaging activities, such as 'wake up and shake up' sessions, help children to feel re-energised and to gain the energy levels they need for their busy day ahead. Staff lead by example. They use effective strategies, such as the 'golden rules' rhyme, to teach children about the expectations for behaviour. This helps children to develop the ability to be kind and friendly to others. Children take a leading role in many tasks that help them to develop independence.

Outcomes for children are good

Children are happy and clearly enjoy their time at the nursery. Babies move freely and confidently around their appealing and safe play environment. They take pleasure in making marks on a large scale outdoors. Young children show interest in books and illustrations. They are keen to investigate the properties of water, such as the effects that water has on a dry plank of wood. Older children enjoy selecting natural materials, such as soil, mint, lavender, moss and leaves, to create their own 'magic potion'. They enjoy helping out during community tasks, such as litter picking and planting sessions, to aid their understanding of how to care for and rejuvenate their local environment.

Setting details

Unique reference number	EY542905
Local authority	Bury
Inspection number	10103933
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 - 5
Total number of places	85
Number of children on roll	40
Name of registered person	Early Learning Daycare Limited
Registered person unique reference number	RP542904
Date of previous inspection	12 April 2019
Telephone number	07799077719

Early Learning Daycare Ltd registered in 2017. The nursery employs 10 members of childcare staff. Of these, five hold appropriate qualifications at level 3, one holds an appropriate qualification at level 6 and the manager holds early years teacher status. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays. The nursery provides funded early education for children aged two, three and four years.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

