

Inspection of Early Years Education Centre EYEC

9-9a Early Years Education Centre, Lichfield, Staffordshire WS14 9ET

Inspection date: 19 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy coming to this welcoming nursery. Children who have recently started to attend, and those who have moved to the next age-group room, have settled quickly. Children form strong bonds and attachments to staff. They give staff a 'shining star' sticker as an act of kindness and affection. Children's behaviour is good. Any minor behaviour incidents that do occur are managed positively by staff. This helps toddlers to learn to use 'kind hands' towards others. Older children contribute to the rules of the pre-school room. They learn how to regulate their own behaviour through understanding emotions. Staff teach vocabulary to help children describe how they or others are feeling. Children concentrate and listen well. Staff regularly read to the children to help develop children's love of books. Toddlers and older children can sit and listen to a story from beginning to end. Children who have lower than expected speaking skills make good progress from their starting points, although occasionally staff do not model language correctly. Children gain knowledge and skills expected for their age. There is scope to accelerate children's acquisition of knowledge and skills through embedding the newly developed curriculum intent across the nursery.

What does the early years setting do well and what does it need to do better?

- Over the past year there have been changes to the management team. The current manager and the provider are working closely together to develop the nursery. They have created an ambitious curriculum intent for children to acquire knowledge and skills through rich role-play experiences. While the leaders have started to implement this intent across the nursery, it is not yet fully embedded to help enrich children's learning experiences fully.
- The manager and the provider have high expectations of staff. They monitor staff practice to help identify ways to improve teaching and learning. The manager and the provider know there is scope to improve children's communication and language skills further. While most staff are skilled at interacting with children, for example teaching them how to pronounce the sounds of letters correctly, some staff use abbreviated or made-up words in their interactions with children.
- Staff work closely with parents and the providers of other settings the children attend to help promote continuity in children's care and learning. Staff gain detailed information about children's care needs and prior learning from parents before children start. This helps key persons to plan and care for children effectively from the outset. Key persons exchange information with the childminders children also attend, to help children to work towards the same shared learning goals. Where children with special educational needs and/or disabilities (SEND) need additional support, staff work closely with parents to help seek this.

- Key persons know children well. They accurately use their observations and assessments of children's learning to plan challenging activities. Children with SEND learn how to play alongside others through planned activities that interest them.
- There are strong arrangements in place to help prepare children emotionally for their future move to school. The pre-school room leader is helping children to become familiar with wearing a uniform to school and getting to know what school will be like. Children are gaining good knowledge and skills for school. They can recognise letters from their name, count up to 10 and form some recognisable letters.
- The curriculum and teaching help children to develop good manners and positive attitudes towards others. Staff teach children about gender equality in different professions, such as male and female postal workers.
- Staff promote children's healthy lifestyles effectively. During the winter months, they ensure that all children go outside, at least daily, to help them get fresh air. This also helps to support those children who prefer to learn outdoors. The on-site cook prepares nutritious meals and snacks for children each day to help promote a healthy diet. The standard of hygiene is high. Children wash their hands before mealtimes, and staff are prompt in wiping children's noses when needed.

Safeguarding

The arrangements for safeguarding are effective.

There are appropriate safeguarding procedures in place, including the safe use of mobile phones, to help promote children's safety. Staff supervise children well and the manager ensures that there are sufficient levels of staffing. Staff have a sound knowledge of how to report concerns about children's welfare. Children who have accidents or become ill receive appropriate treatment. Staff record accidents appropriately and inform parents. The provider acts to address risks to children's welfare, such as a broken heater to help maintain a suitable temperature in the nursery. The provider and the manager follow safer recruitment procedures to help check the suitability of staff.

What does the setting need to do to improve?

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

- embed the curriculum intent fully and consistently across the nursery to help further develop children's learning
- provide even more coaching and mentoring for staff to help to further improve their teaching, especially their interactions with children.

Setting details

Unique reference number	EY497783
Local authority	Staffordshire
Inspection number	10076581
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 to 4
Total number of places	28
Number of children on roll	42
Name of registered person	Early Years Education Centre EYEC Limited
Registered person unique reference number	RP903003
Telephone number	01543 419608
Date of previous inspection	19 July 2016

Information about this early years setting

Early Years Education Centre EYEC registered in 2016. There are nine members of childcare staff, seven of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

Inspection activities

- The manager and the provider gave the inspector a tour of the premises and explained their intent for the curriculum.
- The inspector conducted a joint observation with the manager and the provider.
- The inspector observed a range of activities in the baby, toddler and pre-school rooms and assessed the impact on children's learning. He held discussions with staff working in each room.
- The inspector held a meeting with the manager and the provider. He looked at relevant documentation and evidence of the suitability of persons working on the premises.
- The inspector spoke to children during the inspection.

We carried out this inspection 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.

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