

Inspection of Early Days Day Nursery

83 Church Road, Formby, Liverpool, Merseyside L37 3NB

Inspection date: 20 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy the time they spend at the nursery. Staff are incredibly nurturing and committed to forming strong bonds with children and families. This helps children to feel safe and secure in the environment. Children have adapted well to the changes made due to the COVID-19 pandemic. They understand that their parents no longer come into the nursery. This does not stop children from entering eagerly and being excited to play. Children behave well. They have learned to share, to take turns and to be kind to their friends. Staff instil a culture of respect and considerate behaviour.

Children are excellent communicators. Older children hold lengthy conversations about their home life, hobbies and the things they enjoy at nursery. They can confidently express their views and opinions and make informed choices. Children play harmoniously together in the role play area. They discuss how to make different foods and drinks and the importance of blowing a 'hot' cake to cool it down. Staff support younger children's emerging speaking skills well. They introduce a range of single words, such as 'train', 'cold' and 'feathers'. Staff encourage babies to babble along to action rhymes and copy words they are familiar with.

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

- Children access a curriculum that is interesting and specific to their individual needs. Managers understand the importance of sequencing the curriculum to ensure all children develop the skills they need for future learning. Support for children with special educational needs and/or disabilities (SEND) is well embedded. Staff have a good understanding of child development. They are able to swiftly identify and to address any gaps in learning. This means all children, including those with SEND, make good progress.
- Overall, staff promote children's literacy development well. Children have access to a wealth of books, and staff read with great enthusiasm. Children discuss different aspects of the story and are eager to share their own thoughts and opinions. However, large-group times, such as story time and phonics sessions, are not organised effectively. Group sizes are too large. Therefore, children wait a long time for their turn to participate. This means some children become bored and distracted, which hinders their learning experience.
- Staff teach children about similarities and differences between themselves and others. Children are keen to learn about different cultures, beliefs and festivals. They explore a variety of international cuisine. For example, the nursery chef provides 'feasts' from different countries, such as Mexico. Staff talk to children about how they can eat some foods using their fingers. Children are quickly learning about the world they live in and preparing for life in modern Britain.

- Staff support children to develop good physical skills. Children exercise their large muscles as they confidently learn to climb, to run and to balance in the outdoor area. They have regular visits to the local forest school and take part in tennis lessons. Staff help children to strengthen their small finger muscles using dough and mark-making equipment. This prepares children for early writing and the next stage in their learning.
- The key-person system is well embedded, particularly in the baby room. Babies benefit greatly from the calm and sensitive interactions they receive. Staff are skilled, and they get to know babies' individual needs very quickly. As a consequence, new babies are incredibly settled, and they have formed strong attachments with their key person.
- Managers are knowledgeable and dedicated. They have a clear vision for the nursery and understand the importance of quality care. Staff report feeling happy and supported within their roles. Managers provide some feedback for staff to help them to improve their practice. However, feedback is not always specific enough to help individual staff improve their skills and knowledge further. Consequently, there are some variations in the quality of education across the nursery. For instance, not all staff have clear intentions for activities and do not consider what children need to learn next. This means, on some occasions, most-able children are not fully challenged.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to keep children safe. They know the signs and symptoms of abuse. Staff are confident with the procedures to follow if they are concerned about a child's welfare or the behaviour of a staff member. They understand the whistle-blowing procedure and how to make referrals beyond the designated safeguarding lead if they need to. Managers have completed appropriate safeguarding training to support staff in their lead roles. Staff are alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours.

What does the setting need to do to improve?

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

- refine the organisation of large-group activities to ensure all children are able to take part and to remain fully engaged
- provide staff with more sharply focused feedback to help them to improve their skills and knowledge even further.

Setting details

Unique reference number	EY370496
Local authority	Sefton
Inspection number	10218046
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	96
Number of children on roll	153
Name of registered person	Merseyside Care Limited
Registered person unique reference number	RP904049
Telephone number	01704 833 305
Date of previous inspection	28 July 2017

Information about this early years setting

Early Days Day Nursery registered in 2008. The nursery employs 27 members of childcare staff. Of these, 20 hold appropriate early years qualifications from levels 2 to 6. The nursery opens from 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.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with the staff, the parents and the children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the manager and the director. Documentation relating to the suitability of staff was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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