

# Inspection of Early Days (UK) Ltd

7-15 Linacre Road, Liverpool L21 8NJ

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Inspection date: 17 November 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's health, safety, well-being and learning are significantly compromised at this setting. Identified breaches to the requirements have resulted in this setting failing to deliver a good level of care and education. Furthermore, expectations of what children can achieve are not ambitious enough.

The provider has not ensured that there is an appropriately qualified designated safeguarding lead available to support staff should they have a concern about a child's welfare. Furthermore, the provider does not ensure that staff's knowledge of all aspects of safeguarding is robust enough. As a result, they are unsure of what they should do if they have a concern about a child or a colleague. These weaknesses place children at significant risk of harm.

Staff do not consistently implement the setting's risk assessment and hygiene procedures well enough. As a result, children are exposed to undue risks in the outdoor environment, and their ongoing health, safety and well-being are not adequately supported.

Leaders and staff do not have a secure understanding of children's individual learning and development. Planned activities are not always age-appropriate or designed to build on children's existing skills. In addition, staff do not consistently support children's independence and encourage them to develop a willingness to have a go and do things for themselves. This means that children are at risk of falling behind.

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

- The provider has not made sure that all staff know how to act to safeguard children. Staff do not know the correct procedures to follow should they have a concern about another member of staff. Furthermore, some staff are unclear of the procedures to follow in the event of a child protection concern. As a result, children are at risk of significant harm.
- Children's emotional well-being is not fully supported. Interactions between staff and children are not consistent. For example, during lunchtime, in the baby room, some of the babies become frustrated when they cannot feed themselves. Some of the staff are not alert to babies' needs. For example, a member of staff continues to feed a baby who is upset, causing further distress.
- Staff do not take all necessary steps to minimise risks to children in the outdoor area. Staff continue to allow children to play with a broken ride-on car. In addition, they do not take steps to ensure the slide is safe for use by the babies and younger toddlers. This places them at risk of harm.
- Staff do not promote good hygiene practices. For example, a member of staff

carries multiple cups of water, placing her fingers inside these without washing her hands. In addition, a member of staff wipes children's noses and then places the soiled tissue back inside the cardboard cylinder. Furthermore, children are not encouraged to develop their independence because staff do not encourage them to manage their own personal needs. This does not support children's health and well-being.

- The quality of education across the setting is poor, and there are significant gaps in the curriculum. While some children are motivated to learn, others are not. For example, staff in pre-school are enthusiastic and animated at story time. As a result, children listen attentively. However, younger toddlers are quickly distracted and lack concentration. This is because staff do not engage them in meaningful learning experiences. For example, during song time, children want to explore the props, but staff move quickly on to the next song. As a result, children become frustrated and display unwanted behaviour, such as throwing toys.
- Leaders do not have effective oversight of the setting. Monitoring of staff's practice is not robust enough. Leaders and staff do not understand the curriculum and do not plan purposeful activities around children's needs and abilities. For example, two-year-old children are given pre-printed number sheets and are told to colour between the lines. This activity is too advanced for their current level of learning and does not build on what they already know.
- Staff do not support children's communication and language skills well enough. For example, they use terms such as 'ta matey', 'narna' and 'doggy'. This means children do not hear the correct words to help build on their developing vocabulary.
- The provider does not ensure that the manager has the time and resources she needs to support staff. For example, staff undertake online courses for continuous professional development. The manager does not carry out supervision sessions effectively and does not check to ensure staff have understood this training. Therefore, practice is weak and does not have a positive impact to best support children's learning and development.
- The special educational needs coordinator has established links with outside agencies, such as speech and language therapists. This ensures that children with special educational needs and/or disabilities (SEND) are adequately supported. As a result, children with SEND make some progress from their starting points.
- Children enjoy the outdoors. Staff ensure that the older toddlers and pre-school children have the appropriate clothing. This enables them to explore the outdoor environment in all weathers. For example, the toddlers wear waterproof overalls and wellington boots so that they can enjoy exploring puddles and tunnels.
- Children enjoy nutritious meals and snacks. These are freshly prepared by the nursery cook. Staff also focus on helping children gain an understanding of how to maintain their good oral health. For example, children are provided with a toothbrush and toothpaste and are encouraged to independently clean their teeth.
- Partnerships with parents are positive. Arrivals and collections of children continue to take place in the reception area, which has been in place since the

COVID-19 pandemic. However, staff spend quality time speaking to parents about their children's day. Parents are aware of their children's key person and are complimentary towards staff, which helps to provide continuity for children.

## Safeguarding

The arrangements for safeguarding are not effective.

Children are at risk due to the weak implementation of safeguarding policies and procedures. These weaknesses place children at significant risk of harm. Recruitment and vetting arrangements are not robust enough. The provider understands the need to ensure staff suitability, including obtaining a Disclosure and Barring Service check for all staff. However, there is not yet an effective process in place to record the required information. Furthermore, the provider does not ensure the ongoing suitability of staff. Therefore, the suitability of staff cannot be verified. This compromises children's safety and well-being. The premises are secure. For example, all internal rooms can only be accessed using a fob. This means unauthorised adults cannot enter the premises.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure there is a designated safeguarding lead who fully understands their role to take responsibility for safeguarding children at the setting	20/12/2022
ensure all staff are trained to understand the safeguarding policies and procedures and ensure they have up-to-date knowledge of safeguarding issues	20/12/2022
implement effective systems to ensure and record information about staff qualifications, identity checks and recruitment procedures	20/12/2022
record the date, number and person who has completed the check for all Disclosure and Barring Service checks	20/12/2022

implement effective risk assessments to ensure all hazards are identified and removed to reduce the risks to children and keep them safe	20/12/2022
ensure effective arrangements for the supervision of staff are in place so that all staff fully understand their roles and responsibilities	20/12/2022
monitor and improve teaching practice to ensure that all children benefit from consistently good-quality teaching and learning	20/01/2023
implement an effective curriculum and ensure that all staff fully understand what they want children to learn and why.	20/01/2023

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

- strengthen the use of language across the setting to help children's speech and language skills
- support children to become more independent
- improve hygiene practices to support children's good health.

## Setting details

<b>Unique reference number</b>	EY216300
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10234627
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	140
<b>Name of registered person</b>	Early Days (UK) Limited
<b>Registered person unique reference number</b>	RP519511
<b>Telephone number</b>	0151 928 1551
<b>Date of previous inspection</b>	20 January 2017

## Information about this early years setting

Early Days (UK) Ltd registered in 2002. It is situated in Bootle, Sefton. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday, all year round, with the exception of one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Little

## Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The inspector spoke to the staff throughout the inspection.
- The inspector provided the nursery manager with feedback at intervals throughout the day.
- The inspector spoke to children about what they enjoyed doing while they were at nursery.
- The inspector spoke to parents to gain their views on the nursery.
- The inspector spoke to the assumed designated safeguarding lead about any safeguarding concerns.
- The inspector spoke to the special educational needs coordinator about how they support children with SEND.
- The manager and inspector completed a joint observation together.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.

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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