

Inspection of Live Wires Club Ltd

Easingwold CP School, Thirsk Road, Easingwold, York, North Yorkshire YO61 3HJ

Inspection date: 13 December 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 show excitement and enthusiasm as they arrive at the nursery. Staff carefully prepare interesting activities which help children settle into their play quickly. For example, young children play imaginatively with the trains and track. Other children choose to experiment with the teapots and crockery in the water tray. Staff prepare areas for babies to enjoy tummy time and sensory play. Children show they feel safe and content in the nursery. They have good relationships with staff and include them in their play. Staff know children well. They talk to them about their family and know about their home lives. In addition, staff know how to meet children's individual care needs. This has a positive impact on children's well-being and promotes consistency in their care.

Staff have high expectations for all children. They use assessments to identify areas of potential delay in children's learning and create tailored targeted plans to help them make progress. Children make particularly good progress, in relation to their starting points, in their speech and language development. Staff support children to manage their feelings and behaviour. They use praise consistently to help children build confidence and self-esteem. Parents speak highly of the nursery. They say that their children are 'well cared for' and they are 'very happy with their progress'.

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

- Staff provide a varied, broad and balanced curriculum. They plan activities that combine children's interests, stages of development and new topics, which help children make good progress across all areas of their learning. For example, children enjoy learning about the nativity story. Staff provide small figures for children to recall their knowledge through play.
- Babies thrive in the warm, nurturing environment provided by staff. They benefit from consistent routines which reflect parents' wishes. Staff meet babies' care needs very well. They cuddle babies and give them eye contact as they have their bottle. However, staff do not always have enough time to help older babies begin to engage in learning, to prepare them to move up to the main room.
- Staff focus on supporting children's communication and language development to minimise the impact of the COVID-19 pandemic. Children benefit from small-group sessions, stories and singing throughout the day. Staff clearly model new words, such as 'balancing' as children use scales during a baking activity.
- Staff are very good role models for children. They encourage them to be kind and considerate towards each other and support them to manage difficult feelings. For example, staff provide a cuddle and have a quiet discussion to talk through challenges. This helps children to stay calm and learn to manage their emotions positively.

- Children demonstrate very good mathematical skills and awareness. For example, outdoors, children make a wooden snowman and point out large and small pieces. They show pride as they use problem-solving skills to put the pieces in the right order. However, staff do not consistently promote older children's emerging literacy skills to the same high standard.
- Children develop good levels of independence and take an active part in their own self-care. Staff encourage them to put on their own wellies and puddle suits to explore outdoors. Children thoroughly enjoy the fresh air and continue their learning as they play. Staff teach them how to manage small risks, such as safety on the slide.
- The manager and staff team have worked incredibly hard to provide children with good standards of care, learning and safety. The manager provides regular supervisions and supports staff to develop their skills. For instance, staff who work with very young babies refresh their awareness of safer sleeping. Other staff attend 'talk boost training' to focus on children's communication skills.
- The management team establishes and maintains effective partnership working with other professionals involved with children, such as health visitors and speech therapists. Children who receive extra funding, such as pupil premium funding, benefit from one-to-one support and specific resources to help them close gaps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have worked extremely hard to ensure their knowledge and understanding of child protection issues and procedures are up to date and robust. For instance, they have accessed in-house training and professional development from the local safeguarding partners. Staff confidently discuss the procedures for recording and reporting concerns about children's welfare. The manager has clear policies for managing allegations against staff and follows safer recruitment processes. Staff complete specific risk assessments to help to keep children safe. For example, they have considered recent childhood infections and increased their awareness of the symptoms to look out for.

What does the setting need to do to improve?

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

- enhance learning opportunities for older babies to help them prepare for the next stages in their learning
- build on ways to help older children to further develop their literacy skills.

Setting details

Unique reference number	EY318549
Local authority	North Yorkshire
Inspection number	10261700
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 at time of inspection	0 to 10
Total number of places	44
Number of children on roll	102
Name of registered person	Live Wires Club Limited
Registered person unique reference number	RP907345
Telephone number	07791 051881
Date of previous inspection	9 July 2019

Information about this early years setting

Live Wires Club Ltd registered in 2005 and operates from a separate building on the same site as Easingwold Community Primary School. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or higher. The setting 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. Children with special educational needs and/or disabilities attend.

Information about this inspection

Inspector

Michelle Lorains

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 her evaluation of the provider.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and the inspector, outdoors during a planned activity.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, including evidence of staff's recruitment, qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and the nursery manager.
- The inspector spoke to parents and obtained feedback for 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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