

# Inspection of Early Days (UK) Ltd

7-15 Linacre Road, Liverpool L21 8NJ

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Inspection date: 11 May 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Inadequate |
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## **What is it like to attend this early years setting?**

### **The provision is good**

There is a positive atmosphere throughout the nursery. Children arrive happy and ready to learn. Their key person knows them well and is responsive to their needs. Children have developed secure attachments and feel safe. This promotes their emotional well-being.

Children have access to exciting resources that promote all areas of learning. In the vegetable patch, they use magnifying glasses to hunt for bugs. They revisit previous learning as they recall what they found the last time they looked. Children enjoy books on their own and with adults. They carefully turn pages and shout in delight as they find the bear. Staff also show delight in the children's enjoyment of books. Children's love of reading is encouraged. They explore mathematical concepts as they match shapes and predict patterns. They are learning to test their own ideas and make suggestions.

Children develop their independence. They are supported to self-serve at mealtimes. This is carefully sequenced to consider all ages as they progress through the nursery. Children use tongs to put potatoes on their plate. They develop their small muscles and show perseverance as they keep trying. Children show delight and receive praise when they achieve what they set out to do. They are building their confidence. Staff model manners well. Children frequently say 'please' and 'thank you'. They learn how to respect one another.

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

- Leaders and staff have worked hard since the last inspection, and the impact is apparent across all aspects of the nursery. There is a culture of reflective practice and continuous professional development. Staff supervision has been introduced, and staff express the benefits of this. This supports their practice. There is a clear vision for the future, and everyone is working towards the same goal.
- Staff speak confidently about the curriculum they offer to children. Each room has identified a set of expectations and what they want children to learn during their time there. Staff know children well and use assessments to identify gaps in learning. Children's next steps in learning are sequenced and consider what children already know and can do. Children are making progress.
- Children with special educational needs and/or disabilities (SEND) are well supported. Learning is carefully planned to provide achievable next steps for all children. Leaders and staff work closely with parents and professionals. In addition, funding is used to provide children with appropriate resources and support. As a result, children receive high-quality interventions to help them make the progress that they are capable of.

- Children understand the expectations staff have of them, and behaviour is good. They learn to take turns and share. Recent training has introduced new strategies to support staff with behaviour management. Staff explain the positive impact this has had on behaviour. Children are focused within their play and show higher levels of well-being. Children develop a positive attitude towards learning.
- Children learn their self-care skills. They are reminded to wash their hands after coughing and to use soap to prevent the spread of germs. Staff understand how to support children in preparation for starting school. During group activities, they listen attentively to adults. Children wait their turn at lunchtime and carry their full plates back to their table. They use cutlery well to cut up their food. These opportunities provide children with the skills they need for the next stage in their learning.
- Overall, children are developing their early reading and writing skills. They learn to recognise their own name. Children use pencils and pens well as they create pictures and attempt to write letters from their own name. However, staff have not considered how the literacy curriculum can be made challenging for the most able children.
- Parents speak highly of the nursery and staff. They have been regularly updated on the actions taken to improve the quality of the nursery since the last inspection. Parents say that their children have made good progress since starting and are happy and settled at the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Daily risk assessments are in place, and the environment is secure and safe for children. Recruitment procedures are robust, and appropriate record-keeping is in place. Leaders have created a culture of regular discussions to support staff to develop their understanding and knowledge of child protection. This has had a positive impact on staff confidence when keeping children safe. Staff know and understand the signs and symptoms of abuse and the action to take if they have concerns about a child. Staff speak confidently about whistle-blowing and the action to take if they have concerns about the behaviour of a member of staff. Supervision sessions consider staff's ongoing suitability.

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

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

- develop further the literacy curriculum to support the most able children to make excellent progress in their literacy skills.

## Setting details

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| <b>Unique reference number</b>                     | EY216300  |
| <b>Local authority</b>                             | Sefton  |
| <b>Inspection number</b>                           | 10269604  |
| <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>                 | 17 November 2022  |

## 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

Jenny Burgeen

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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