

Inspection of Early Learners Nursery (Runcorn)

Lowlands Road, RUNCORN, Cheshire WA7 5TR

Inspection date: 16 August 2023

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 attend the setting with smiles on their faces. Staff work closely with parents to support individual children's needs. As a result, they are content and settle quickly. Strong relationships are prioritised. Babies cuddle staff as they sing to them with soothing voices. Staff provide opportunities for older children to confidently express their ideas and to problem-solve while creating a track for the trains. Children demonstrate they feel secure and respected. Staff support children to be kind and caring to others.

Children are developing their understanding of looking after living things. As children hunt for minibeasts, staff encourage them to develop skills, such as to share and take turns. They help children to grow fruit and vegetables in the outdoor area, and children enjoy eating these at mealtimes. Staff also provide experiences that develop children's intrigue. Through sensory experiences, babies display high levels of curiosity as they explore different textures. Children are developing positive attitudes to learning. Staff provide an ambitious and broad curriculum that supports children in all areas of their learning and development. They introduce new vocabulary to children as they explore the 'slippery' mango and 'spiky' pineapples. Older children develop their understanding of the world as staff extend their knowledge of planets and the solar system.

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

- The manager has devised a curriculum that considers the individual needs of children. For example, in rooms where children need further support with their physical development, the curriculum focuses strongly on this aspect of learning. This helps children to make good progress. However, some aspects of the curriculum for personal, social and emotional development are less well implemented. In the toddler room in particular, staff do not build on the self-care skills that children have achieved in the baby room. This means toddlers do not consistently achieve the levels of independence that they are capable of.
- Staff implement the curriculum for mathematics effectively, which is preparing children for their next stage of learning. Children confidently count their peers as they line up to go inside. Staff introduce children to a variety of mathematical language, such as currency. Children quickly identify different sizes and shapes during play. Children's mathematical skills are developing well.
- Staff promote children's physical development well. Children are provided with ample experiences to continuously develop their small and large muscles. Staff plan the environment effectively so babies have ample opportunities to pull themselves up to stand and to practise moving. Older children enjoy navigating the space using bicycles as they play a 'stop and go' game. Children are developing their strength and coordination.

- Children behave well. Staff have created a clear and consistent routine throughout the setting. This gives children a sense of security as they know what is coming now and next. For example, staff play familiar music or ring bells to make children aware that it is time for the next stage of their routine. This helps children manage their own behaviour as they understand what is expected of them.
- There is an effective key-person system in place. When children start at the nursery, the staff gather specific information from parents. This helps children to settle quickly and form strong bonds. Staff know the children extremely well, including children who have only been attending for a short period of time. They use what they know to tailor children's experiences to help meet their personal and learning needs. Children's confidence and self-esteem are well supported.
- The manager and staff put a strong emphasis on helping children to understand their feelings and emotions. Younger children learn about the difference between happy and sad during circle times. Older children listen to stories, such as 'The Colour Monster', which staff use to help them learn how to express themselves and openly do this through their interactions. Children are secure and are becoming confident individuals.
- The manager is knowledgeable in her role as the designated safeguarding lead and special educational needs coordinator. She has strong working relationships with other professionals. As a result, she is able to share precise knowledge of children's individual needs to support their continuity of care. The manager and staff work well in partnership with parents to support children's learning and well-being, both in nursery and at home. All children are making good progress, particularly children with special educational needs and/or disabilities (SEND).

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the premises are safe and secure. For example, they have recently reminded parents of the collection procedure to ensure that everyone is working together to keep children safe. The manager and staff understand their responsibility to keep children free from harm. They are knowledgeable about different signs of abuse and the procedures to follow if they have a concern about a child's welfare. Staff deploy themselves effectively throughout the setting to help keep children safe. Children's safety and welfare are well supported.

What does the setting need to do to improve?

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

- support staff to better sequence aspects of the curriculum so that children build on what they already know and can do.

Setting details

Unique reference number	EY537285
Local authority	Halton
Inspection number	10303079
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 9
Total number of places	93
Number of children on roll	122
Name of registered person	Early Learners Nursery (Runcorn) Limited
Registered person unique reference number	RP537284
Telephone number	01928581881
Date of previous inspection	3 August 2018

Information about this early years setting

Early Learners Nursery (Runcorn) registered in 2016 and is located in Runcorn. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, and two hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Buckley

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and the area 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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