

Inspection of Earlybirds Daycare

Normanton Methodist Church, Wakefield Road, NORMANTON, West Yorkshire WF6 1AG

Inspection date: 27 November 2023

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Staff warmly welcome the children as they arrive at the nursery. Children settle quickly in the care of the staff, as they know each other well. Children generally behave well in the nursery. However, there are weaknesses in how the curriculum is implemented, and this impacts on children's engagement and ability to listen. Leaders and staff are clear what they want children to learn within the nursery. However, this is not always reflected in the activities and experiences that children are provided. Despite this, children appear to be happy at the nursery.

Babies thrive in the wonderful, calm and nurturing environment of the baby room. They are provided with activities that spark their curiosity and encourage their exploration. Staff offer praise and encouragement for babies' achievements. They sing songs and read stories to introduce new words and sounds. Babies make good progress in their learning and development.

Children really enjoy taking part in songs and rhymes. Younger children show great enthusiasm as they join in. They sing loudly and copy the corresponding actions that staff demonstrate. Older children use wooden sticks as they tap out a tune, following the instructions within the song. This helps children make effective progress in their communication and language skills.

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

- Staff do not always implement the curriculum effectively. They use repetition of words when discussing the days of the week and the weather. However, children lose focus and become disengaged, as activities are not always focused on their needs and interests. Children's opportunities for play are sometimes limited due to the demands on staff time, especially within the toddler room. This means that children are not always engaged in activities, and resources are not set up for children to choose their play. This impacts on children's attention, concentration and learning opportunities.
- Children's independence skills are not consistently promoted, especially at mealtimes. Staff do not teach children how to use a knife and fork, which results in children sometimes using their fingers to eat their meal. Staff pour children's drinks when children are capable of pouring their own. Children do not put on their own coats, and staff teach children how to fasten their zips or buttons.
- Children are not always supported to manage their own personal needs independently. For example, children wash their hands before and after eating, but they repeatedly put their fingers in their mouths between selecting snacks. This makes the fruit selection unhygienic. Children's runny noses are not always wiped, especially in the toddler room, where staff have a high demand on their time.

- Children enjoy spending time in the nursery garden, where they have access to a range of activities that support their physical health. This includes using bikes and slides, exploring the autumnal leaves and mark making. Staff position themselves so that they can see children in this area and are close by to support the younger children to be able to access all areas of learning.
- Staff encourage children to develop their fine motor skills ready for writing. Children practise writing their letters in flour using paintbrushes. They strengthen their fingers and pincer grip by carefully slotting wooden sticks into tiny holes. This provides children with the skills required for early writing.
- Staff support children with special educational needs and/or disabilities well. They ensure that they understand the unique needs of each child. Staff work well with parents and external agencies to ensure that targeted support is put in place for children. Additional funding is used to enhance children's learning experiences, to support them to make better progress in their learning and development.
- Leaders ensure that staff have access to a wide variety of training opportunities to develop their skills and knowledge. For example, all staff have completed specific training in supporting babies' needs and interests. This enables staff to provide warm and nurturing learning experiences for the babies, to support their learning and development.
- Partnership with parents is wonderful. Parents value the support for not only the children but the families as well. Parents work closely with their child's key person to understand how their child is progressing and how parents can support their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of their roles and responsibilities to keep children safe in their care. They are clear about the signs and symptoms that may indicate a child could be at risk of harm. Staff complete daily safety checks to ensure children are safe and secure while attending the nursery. All staff hold a paediatric first-aid certificate to enable them to respond appropriately to any accidents or incidents a child may have. Staff gather information from parents when children first start of any agencies working with families. This ensures that any relevant information is shared.

What does the setting need to do to improve?

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

	Due date
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implement the curriculum effectively to ensure activities and learning opportunities build on what children already know and can do, to enable them to make better progress in their learning and development	18/12/2023
teach children to manage their personal needs independently, especially at mealtimes and when promoting personal hygiene, to ensure children learn the independence skills they need to live healthy lives.	18/12/2023

Setting details

Unique reference number	EY495984
Local authority	Wakefield
Inspection number	10317578
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 11
Total number of places	68
Number of children on roll	111
Name of registered person	MD Normanton Limited
Registered person unique reference number	RP907273
Telephone number	01924 898271
Date of previous inspection	15 April 2019

Information about this early years setting

Earlybirds Daycare registered in 2015 and is located in Normanton, West Yorkshire. The nursery employs 13 members of childcare staff, 11 of whom hold early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

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 manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the nursery and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about their experiences in the nursery.
- Parents shared their views of the nursery with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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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