

Inspection of Early Learners Day Nursery

Bridle Road, Bootle L30 4XS

Inspection date: 13 March 2024

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

Friendly staff make children, parents and visitors feel warmly welcomed at the nursery. Staff take the time to get to know how to help children to settle and feel at ease to be ready to learn. The curriculum is ambitious. Staff nurture children to develop the right skills to equip them as they transition through the nursery. Staff are knowledgeable about what their key children know and can do. They plan for children's next steps in learning appropriately. All children make good progress.

Children show they are happy and enjoy interacting with staff and their peers. Children in the pre-school room enjoy looking at photographs they have shared from home. They excitedly answer questions posed by interested staff about photos of holidays and days out. Children giggle as they learn to recall events and share stories. Staff plan experiences that capture children's interests well. They enable children to embed new learning well, while developing their confidence as they feel safe to express their views and ideas.

From a young age, staff support children to develop positive behaviours. They provide consistent messages to children to remind them to do good sitting, use their kind hands and to switch their listening ears on. Children immediately know to follow these instructions. They enjoy making a sound to show their ears are ready for listening. Overall, children follow these instructions well. They develop positive attitudes towards one another and their learning.

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

- Leaders are highly reflective. They consult with the wider team to adapt the environment and curriculum to maximise learning. Staff access training to help them to deliver the curriculum. For example, the whole team recently completed training around attachments and trauma. This has heightened staff awareness and support of children's good well-being and transitions.
- Toddlers learn about good oral health. Staff use interactive puppets, songs and toothbrushes with toothpaste to help children to practise cleaning the crocodiles big teeth. Children eagerly want to have a go. They learn early on, the importance of toothbrushing as part of their self-care routines.
- Staff that work with the youngest babies support early physical development well. They plan opportunities for babies to have tummy time. This helps to strengthen babies muscles in preparation for independent sitting. Staff place themselves at children's eye level to offer gentle encouragement. The curriculum for physical develop is sequenced and understood well by staff. Children successfully develop their large and small-muscle skills.
- Staff use assessment well to identify children that need extra help. The arrangements to support children with special educational needs and/or

disabilities are strong. The nursery special educational needs co-ordinator (SENCO) works in partnership with parents to pinpoint children's specific needs. The SENCO works tirelessly to engage with external professionals to seek further help as required.

- Overall, staff tailor the curriculum to support children's next steps in learning. However, staff sometimes plan activities that become too complicated. For example, children take part in an activity to develop their knowledge of letter sounds. Initially, children sing songs about the letter K. They use their magic fingers to draw the letter K in the air. Children show they are engaged. When staff progress on to encouraging children to think of words beginning with a letter K, some children lose interest. They do not fully understand what is expected and lose concentration. Consequently, children do not fully benefit from the intended learning as part of the curriculum for literacy.
- Children's developing independence is supported well. Staff enable children to carry out small tasks such as setting up the meal table. Children learn where their belongings are stored and know to get their coats ready to go outside. They wipe their own faces after meals and know to dispose of tissues in the bin. Children are beginning to take responsibility for their own care needs.
- Partnership working with parents is a strength. As children transition through the nursery parents can share their updated views of their child's development. Parents can attend frequent stay and play sessions and meet with their child's key person. This effective partnership working contributes to children's continuity of good well-being and learning.
- Overall, staff support children's developing communication and language skills. They offer children new vocabulary and support children to recall words and express their thoughts. Leaders observe staff interactions with children as part of ongoing professional development support. However, leaders do not consistently offer staff incisive feedback about the effectiveness of their interactions, to further raise the quality of their practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan the curriculum for literacy more precisely, so children's learning is sequenced to build on their current ability
- refine systems for coaching, to enable staff to have a greater awareness of how they can further develop their interactions with children, when implementing the

curriculum.

Setting details

Unique reference number	EY467810
Local authority	Sefton
Inspection number	10312119
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	83
Number of children on roll	126
Name of registered person	Cosgrove, Kenneth Alan
Registered person unique reference number	RP512816
Telephone number	0151 523 9302
Date of previous inspection	20 April 2018

Information about this early years setting

Early Learners Day Nursery registered in 2013. The setting employs 22 members of childcare staff. All staff hold appropriate early years qualifications ranging from level 2 to level 6. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dee White

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the nursery.
- The manager led the inspector on a learning walk and explained how the curriculum is planned and implemented.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice and evaluated the quality of activities together with the manager in the pre-school room.
- The inspector looked at documents, including evidence to demonstrate the suitability of staff. Required training was checked and found to be suitable.
- The inspector tracked the experiences of children to determine the progress they make.
- Meetings were held with the manager and deputy manager to discuss their evaluation of the provision and the impact on children's progress.

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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