

# Inspection of Early Learners Day Nursery

178 Hawthorne Road, Bootle, Merseyside L20 3AR

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Inspection date: 28 May 2024

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Staff provide a warm, welcoming and safe environment in which children play and learn. They gather detailed information about each child when they first start to attend the nursery. This information is used effectively to help tailor each child's individual care and learning from the start. Staff use children's interests well to engage them in their learning. Overall, they understand what children need to learn and provide experiences that help children to take the next steps in their learning and development. Children make good progress from their starting points.

On the whole, staff recognise opportunities to extend children's learning as they choose what to play with. They encourage children to recall past experiences and test out their ideas. For example, as children explore giant ice bubbles, they discuss the best ways to make the ice melt to reveal the teddy bear hidden inside. Staff help children to recall how they melted ice on the ground outside in wintertime. Children remember their past experiences and eagerly apply their learning to a new situation.

Children play well with each other and show kindness and respect towards their friends and adults., Staff offer sensitive reminders when some behaviours are not wanted. They gently teach children about the impact of their behaviour on others. Staff are always on hand to celebrate good behaviour. All children behave very well.

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

- The skilled manager is clear in what she intends children to learn while attending the nursery. She understands the skills that children need to develop in order to make good progress. On the whole, staff use the information they gather from observing and assessing children effectively to provide activities that support children's next steps. However, some staff are not always clear about what they want the children to learn through the planned activities they provide. This means that on these occasions, children's learning is less well supported.
- Staff prioritise children's communication and language skills. For example, babies babble excitedly as staff name the objects they wish to play with. Toddlers snuggle up to staff as they eagerly share their favourite books. They turn the pages and talk about the pictures. Staff working with older children introduce them to new words such as 'turbulence' as they pretend to fly an aircraft. Opportunities such as these, help to extend children's communication and language skills effectively.
- Staff support children to learn mathematical concepts through everyday routines and activities. For example, children practise counting skills as they count the number of children going outside to play. Furthermore, as children build towers, staff encourage them to count the bricks and introduce language such as tall

and tallest. Babies clap their hands as staff sing number rhymes. Children are developing an interest in mathematical concepts in a fun and engaging way.

- Children learn to be independent. For example, younger children are encouraged to take their own shoes and coats off after playing outside and feed themselves at mealtimes. Older children pour their own drinks at lunchtime and take care of their personal care needs. This helps children to begin to develop important life skills.
- Parents speak highly of the nursery. They value the nurturing relationships staff form with their children. Parents are informed of the progress their child has made. Staff offer advice and guidance on a range of topics, for example, safe sleeping routines. Parents are supported to contribute to their child's learning at home. They particularly value the storybook loan scheme which contributes to children's love of literacy. Effective parental partnerships help to ensure consistency in children's experiences both at home and at the nursery.
- The recently appointed manager and deputy manager work closely together. They are reflective and strive to make improvements to the experiences they offer children. Robust self-evaluation has enabled leaders to make a number of positive changes to the daily running of the nursery. Staff value the recent opportunities to meet with the manager and talk about their role. That said, this is in its infancy. Some staff are not yet clear on ways in which they can build on their individual knowledge and skills.

## **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:**

- help staff develop a consistent understanding of what they intend children to learn
- build upon the current arrangements for staff coaching and supervision to precisely support staff to build upon their existing knowledge and skills.

## Setting details

<b>Unique reference number</b>	310414
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10348485
<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 5
<b>Total number of places</b>	78
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Cosgrove, Kenneth Alan
<b>Registered person unique reference number</b>	RP512816
<b>Telephone number</b>	0151 933 2022
<b>Date of previous inspection</b>	13 February 2019

## Information about this early years setting

Early Learners Day Nursery registered in 1994. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, 7.30am to 5.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Farrington

## 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 manager 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want 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 inspector conducted joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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