

Inspection of Early Birds Private Day Nursery

193 Spendmore Lane, Coppull, Chorley PR7 5BY

Inspection date: 11 July 2024

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

What is it like to attend this early years setting?

The provision is good

Managers and staff create an ambitious and inclusive curriculum. Children thrive as they engage in the stimulating learning experiences staff offer. They quickly become curious and independent learners. Children buzz with excitement as they place models they have made in water. Staff join them. They help children to consider why some models float and some sink. Children have a tremendous time as they develop their skills of investigation. Staff know children well. Young children stretch out their arms to familiar adults, or toddle happily into their room. Children demonstrate that they feel safe and secure. Parents describe the nursery as 'welcoming'. They say staff are 'dedicated and caring'. Parents comment on the 'amazing progress' their children make at the nursery.

Staff model good behaviour. Children share and they take turns. They are encouraged to listen and they eagerly respond to staff requests. Staff celebrate children's good behaviour. This helps children to know the behaviour to repeat and to be proud of. Children develop strong friendships. They work together, solving problems and negotiating well as they play. Children develop the skills of effective learners.

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

- Managers use assessment and evaluation to support curriculum improvements. Assessment of children's progress helps to identify small gaps in the curriculum. For example, staff recently noticed that some children were not making expected progress in maths. They adapted the curriculum to support this area of learning. As a result, children's progress in maths increased. Overall, monitoring and evaluation are used effectively to continually improve provision and to ensure the needs of all children are met.
- Children benefit from the knowledge of well-qualified staff who support the planning and implementation of the curriculum. As a result, children's learning is sequenced well. They build on what they know and can do over time. For example, babies develop independence as they choose and explore items to play with. Toddlers become proficient in self-care tasks such as feeding themselves. Pre-school children consider how to use resources in different ways. Children become increasingly independent in readiness for school.
- Managers generally have good oversight of the provision. They use induction, team meetings and staff supervision to share their values, policy and practice with staff. However, managers do not routinely check staff's understanding and implementation of some policies. As a result, there are occasionally some inconsistencies in the implementation of some routines.
- Children's language and communication is good. Staff are skilled in using assessment to monitor and identify gaps in children's speech and communication. Where there are gaps in learning staff act swiftly to implement

strategies to support children. They work closely with parents so that learning is consistent between the setting and home. As a result, gaps in learning are reduced.

- Staff have high expectations for children's behaviour. They praise positive behaviours and are consistent in supporting children to reduce any unwanted behaviours. In addition, following recent training, staff have developed strategies to help children who struggle to regulate their behaviour. As a result, children are increasingly able to self-regulate.
- Children benefit from regular outings in the local community. For example, pre-school children thoroughly enjoy visiting their 'friends' at the local care home. Staff plan craft activities for children and residents to enjoy together. Children develop confidence in new environments. Opportunities such as these support children to learn about the similarities and differences between themselves and others. Children gain an understanding of the world around them.
- Managers carefully plan the use of additional funding. For example, they increase staffing so that children can learn effectively during trips out. For example, children and parents enjoy visits from farm animals. Opportunities such as these provide experiences that some children may not otherwise experience.
- Transitions are well planned. Staff carefully prepare children for their moves through the setting. Information is shared with each child's new key person as they move to a new room. This helps children's care and learning to remain consistent. Pre-school staff work closely with teaching staff at local schools. They plan well and spend time helping children to develop the skills that will benefit them as they transition to school. As a result, children are well prepared for the next stage in their education.

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:

- enhance monitoring to check staff's understanding and implementation of policies, so that practice is consistent with managers expectations.

Setting details

Unique reference number	EY250442
Local authority	Lancashire
Inspection number	10346971
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 4
Total number of places	50
Number of children on roll	90
Name of registered person	Early Birds Private Day Nursery Ltd
Registered person unique reference number	RP521146
Telephone number	01257 791 089
Date of previous inspection	31 August 2018

Information about this early years setting

The nursery registered in 2003 and is located in Coppull. Lancashire. The nursery employs 21 members of childcare staff, of whom 3 have an appropriate early years qualification at level 6, one at level 5, three at level 4, ten at level 3 and two at level 2. The nursery opens Monday to Friday 8am to 6pm all year round. with the exception of bank holidays and Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 manager and has taken that into account in their evaluation of the nursery..
- 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 told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- 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 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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