

Inspection of Early Learners Nursery (Eccleston) Ltd

Mill Brow, Eccleston, St.Helens WA10 4QG

Inspection date:

17 December 2024

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of education within the nursery is inconsistent. Children, at times, engage in unsupported play that lacks purpose. Staff do not implement a curriculum that always engages children. This can result in children lapsing into unwanted behaviour as their time is not being used effectively. Staff have a general overview of the curriculum and have identified some aims for children to achieve. However, the curriculum for children is not sequenced effectively enough. It does not sufficiently reflect children's development and staff planning does not challenge children to build on what they know, understand and can do.

Children enjoy effective relationships with staff. Staff are calm and caring towards children. This supports children to feel safe and settled. Children enhance their physical abilities, such as core strength and coordination. They climb on large equipment and ride bicycles. Babies strengthen their physical skills by crawling and attempting to stand. They use furniture positioned at an appropriate height for support. Children access a spacious and well-presented learning environment that is equipped with a range of inviting resources. However, the quality of education at the nursery is not yet good enough.

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

- Managers are aware that there are areas of practice that need improvement. They are positive about implementing changes to improve quality. Although staff have supervision meetings and receive some feedback on their practice, this is not robust enough. Managers do not ensure all staff develop the knowledge they need to further improve their teaching skills. This results in not all children making the progress they are capable of.
- Children enjoy learning about mathematics. Staff use a different range of methods to bring mathematics to life. They count together and compare quantities when putting baubles on the trees. Consequently, children begin to form a sound base for learning about number.
- Children follow some established hygiene routines. For instance, they wash their hands before mealtimes. However, good hygiene procedures are not consistently embedded. Staff wipe children's noses and do not wash their hands afterwards or teach children why this is important. This does not promote children's good health or reduce the potential spread of infection.
- Staff assist children with tasks they are capable of learning to do on their own. For example, they put shoes on children who could do it themselves and help children put on their coats instead of encouraging them to try. This limits opportunities for children to develop and practise their independence skills.
- Staff provide activities throughout the day, but they do not adequately plan for the transitions between routines. As a result, children sometimes experience

periods of boredom, wandering around rooms aimlessly. For example, when preparing for outdoor play, children are left waiting for extended periods with minimal interaction. Staff do not consistently support or engage children's learning during these times. This does not motivate children in their learning.

- Staff work with other professionals to support children with special educational needs and/or disabilities (SEND). Parents of children with SEND feel well informed about the plans that are in place for their children. Staff adapt their teaching for children with SEND and ensure that they use simple vocabulary to support children who may have difficulties with understanding. This tailored approach helps children with SEND make good progress.
- Partnership working with parents is effective. Parents receive information about children's development and daily feedback about their day. Leaders provide parents with updates and invite them into nursery for stay-and-play sessions. Parents value the online app and appreciate information that staff share to help extend their children's learning at home. This helps to provide some continuity in children's care and 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 meet the requirements of the early years foundation stage, the provider must:

	Due date
implement effective hygiene practices throughout the setting that promote the good health of children	28/01/2025
plan and implement an ambitious and sequenced curriculum that meets children's needs, supporting all children to make good progress in their learning and development.	28/01/2025

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

- review and develop the organisation of routines to make transitions quicker and reduce the amount of time children spend waiting

- ensure that supervision is effective and provides training for all staff, to help them to understand how to fully support children's learning.

Setting details

Unique reference number	2698760
Local authority	St Helens
Inspection number	10367753
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	81
Number of children on roll	116
Name of registered person	Early Learners Nursery (Eccleston) Ltd
Registered person unique reference number	2698758
Telephone number	01744753111
Date of previous inspection	Not applicable

Information about this early years setting

Early Learners Nursery (Eccleston) Ltd registered in 2022. It is situated in Eccleston, St Helens.

The setting employs 19 members of staff. Of these, one holds a qualification at level 6, one holds level 5, two hold level 4, eleven hold level 3 and three hold level 2. One member of staff has achieved early years teacher status. The setting opens from Monday to Friday, all year round from 7am until 6pm.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with the leadership team about the 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 group activities with the manager.
- Parents spoke to the inspector during the inspection who took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- Staff spoke to the inspector during the inspection.

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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