

Inspection of Early Learners Nursery (Parr) Ltd

Former Methodist Church, Boardmans Lane, St. Helens WA9 1QU

Inspection date: 11 December 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and content in this nursery. They arrive with beaming smiles. The key-person system is effective. Children of all ages settle well. This is clearly demonstrated by the youngest children, who totter to their key person. They lift their arms to be picked up, or crawl onto their knee to read a story. The nurturing staff are quick to respond to children, cuddling them and reading to them. Children demonstrate that they feel settled and safe. Staff plan a regular routine, which includes child-initiated and adult-led activities. This helps children to anticipate what will happen next in their day. For example, children know to tidy up after using toys and even young children learn that they wash their hands after using paints and messy play.

The curriculum is planned with careful consideration for children's enjoyment and learning. Staff demonstrate their knowledge of individual children's next steps as they support and encourage them during their play. For example, staff help children to name colours as they complete a craft activity. Children are encouraged to talk about the shapes they are using. Learning is appropriate for each child's age and stage of development. Children, including those with special educational needs and/or disabilities (SEND), make good progress from their individual starting points. Staff demonstrate kind and caring behaviour. They talk respectfully to children as they remind them to share and turn take. Children copy staff, and their behaviour is generally good.

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

- Staff have accurately identified speech and language as a focus for the curriculum. Children benefit from hearing and repeating new words. This helps to increase their vocabulary. However, not all staff have enough knowledge about effective strategies to support further and develop children's communication skills. As a result, not all children benefit from the same high-quality interactions to support their rapid progress in communication.
- The nursery has a well-planned outdoor area. Staff note that some children learn best outdoors. Children are eager to experiment as they push the cars down a ramp. They push them so they go fast and then watch them roll more slowly. Children explore nature as they listen for the sounds of birds. However, the organisation of outdoor learning opportunities means that some children have finished their session before children play outside. As a result, some children do not benefit from learning in their preferred environment.
- Staff use their knowledge of child development to support children. For example, they support children's independence. Babies are given spoons as they start to feed themselves. Toddlers are encouraged to self-serve food. By the time they are in the pre-school room, children pour their own drinks and use an open cup.

Children become increasingly independent.

- Staff talk to children about turn taking and sharing resources. Older children are enthusiastic as they sing a song about different feelings. They recall the 'golden rules' of the setting. For example, children know they should use kind words and listening ears. They know what behaviour is expected and they generally respond well to adult requests.
- Staff develop strong relationships with parents. They talk to parents to gather information about children's current abilities. Staff regularly discuss children's targets with parents and they work together on tasks, for example reducing the use of dummies to support children's language and communication. This partnership work helps children's learning to be continuous between nursery and home.
- Children's physical development is supported. Babies are offered opportunities to develop their strength as they pull themselves to standing. They cruise around the carefully placed furniture. As children become steady walkers staff encourage them to walk on uneven surfaces and use small steps. Older children develop their smaller muscles as they manipulate dough, use paintbrushes and build with small blocks. Children make good progress in their physical development.
- Staff generally interact well with children throughout the day. For example, staff talk to children as they play. They demonstrate new skills to extend learning. However, when staff are completing tasks, such as preparing lunch or preparing activities, older children sometimes wait too long without adult support. On these occasions, children become distracted and begin to wander. During these brief times, children are not fully engaged in purposeful learning.

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:

- develop staff knowledge of speech interventions, so that all staff consistently offer high-quality interactions to further support children's speech and communication
- increase opportunities for all children to access the outdoor environment, so that all children regularly benefit from outdoor learning experiences
- plan the routine effectively, so waiting times are reduced and children are supported to remain engaged in learning.

Setting details

Unique reference number	2710779
Local authority	St Helens
Inspection number	10373384
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	71
Number of children on roll	110
Name of registered person	Early Learners Nursery (Parr) Limited
Registered person unique reference number	2710780
Telephone number	01744747247
Date of previous inspection	Not applicable

Information about this early years setting

Early Learners Nursery (Parr) Ltd registered in 2022 and is located in Parr, St Helens. The nursery employs nine members of childcare staff, of whom one has an appropriate early years qualification at level 4 and seven at level 3. The nursery is open Monday to Friday, from 7am to 6pm, all year round, excluding 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

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024