



## Children 1st @ Breedon House

Inspection report for early years provision

<b>Unique Reference Number</b>	EY314038
<b>Inspection date</b>	04 October 2006
<b>Inspector</b>	Anne Walker
<b>Setting Address</b>	Chesterfield College, Clowne Campus, High Street, Clowne, Chesterfield, Derbyshire, S43 4JY
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<b>Registered person</b>	Children 1st @ Breedon House
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Children 1st @ Breedon House, opened in 2006 is one of 11 nurseries run by this company. The nursery is situated on the Chesterfield College, Clowne Campus, Derbyshire. It operates from a purpose built, single storey building. A maximum of 120 children may attend the nursery at any one time. It is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children have access to secure, enclosed outdoor play areas.

There are currently 51 children on roll. Of these, three children receive funding for early education. The provision offers care for children aged from birth to five years and after school and holiday care for children up to the age of 14 years. The nursery serves children of parents who attend the college and families from the local and surrounding areas. The nursery currently supports children who have additional needs.

The setting currently employs eight members of staff. Of these, seven hold appropriate early years qualifications with the remaining one trainee is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are looked after in a clean, comfortable environment. Their good health is effectively promoted because the staff caring for them understand the policies in place and consistently follow good hygiene procedures. Toddlers sleep head to toe and with space between them, which prevents cross infection. Bedding and comforters such as dummies, are identified for individual children and washed regularly. Young children develop awareness of caring for their own health because of the supportive adults and consistently implemented routines. Children help themselves to tissues and know how to dispose of them. They wash their hands before having their snack and after using the bathroom and put cutlery that has been dropped, in the sink for washing. Clear policies regarding the care of children who are ill or infectious, are shared with parents. This ensures that they are able to work with the nursery to promote the best interests of all children.

Meals and snacks are nutritionally balanced and provided at regular intervals in the day so that children are alert and have sufficient energy to play. They have several portions of fruit and vegetables each day. Carrot sticks for snack, vegetable medley for main meal and raisins with their tea. Food is cooked from fresh ingredients; children eat well because it is appetizing and well presented. Their individual dietary needs and routines are known and respected so that children who are settling, gradually develop security and trust in their carers. In the early years unit, children learn to access drinks and a snack when they are ready. All children have regular fluids of dilute fresh juice, water and milk.

Older children have opportunities to go outside for fresh air and active play at least twice a day. They develop their coordination as they pedal bikes and balance bean bags on their hands. Many toddlers in the nursery are still settling and not yet fully secure, so they are encouraged to be active in a large indoor space where they crawl through tunnels, climb onto small frames and rock on see-saws. Some babies sleep outdoors, wrapped up in their buggies so that they have fresh air. Their mobility is supported with push-a-long toys and staff who hold their hands as they take their first steps.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from being cared for in a bright and spacious environment that has been designed to promote the safe care of children, such as under floor heating, good visibility through doors and within rooms. Children benefit from the flexibility of space. Babies have a separate base room but mobile babies can access a section of their room that is partitioned but flows into the toddler area. They are able to see older children and become comfortable with a different environment that they will eventually move into. Central spaces are used for craft and enable children in the nursery to come together safely. Each age group has their own

outdoor space directly outside their base room. This ensures that babies can sleep outside safely and toddlers are not at risk from bigger children as they rush about.

Children benefit from their carers good awareness of risk assessment. This is shared with older children through the daily routines so that they understand not to run indoors and why. They are not exposed to play materials that may cause them harm. Items are appropriate for their stage of development and older children help tidy away to avoid trips and falls. Any damaged toys or furniture are removed straight away. The children are supervised well as they play, have their meals and rest. Adults sit with them as they go to sleep and babies are regularly monitored and always within sight and hearing of their carers. Furniture is of good quality and enables children to access their play safely because it is of suitable size for them. Babies have their meals in low chairs into which they are securely fastened. Children travel safely in the company vehicles as appropriate documentation is in place, there are sufficient booster seats and seatbelts and the setting are up to date with current legislation.

The welfare of children is promoted as their carers understand their responsibility with regard to child protection. They know who to refer their concerns to within the facility and externally.

### **Helping children achieve well and enjoy what they do**

The provision is good.

High regard is currently given to supporting children to settle and feel secure. Many children have recently started as their parents have begun courses at the college. Children of all ages are given plentiful cuddles and reassurance throughout the day. Their need for a key person is acknowledged and children's preferences in this regard are noted so that they are comforted or helped to sleep by the person they feel most at ease with. Their individual routines are known and acted upon in order that they are provided with consistent care. Staff generally adapt routines, planned play and the atmosphere in the rooms using music, so that children are not unduly upset. The arrangements for lunch for children in the early years, do not best support a settled mealtime for all children. Some parents arrive to collect children as they are eating so that they do not finish their meal and other children become distracted.

Staff are confident practitioners in planning play for the range of ages in their care. They use the current curriculum guidance for each age group so that play is varied and stimulating. Relevant assessment procedures are in place so that gradually they will observe and plan for each child's next steps in learning. Children are developing confidence in their environment because toys are readily to hand and they are encouraged to make choices. Babies benefit from the warm verbal and visual interaction from their carers. Toddlers and older children make good attempts to communicate with their carers because of the plentiful verbal interaction and interest that is shown in them.

The quality of teaching and learning is good. The leader of the early years room has a secure knowledge of the 'Curriculum guidance for the foundation stage'. She has used the support mechanisms within the company to ensure their systems for planning and assessment are understood. Trainees work alongside qualified staff who act as good role models. They receive some guidance in their day to day work, in order to help children. However, systems to ensure they understand the learning intentions of activities they may support, are not yet fully refined.

This could impact on children receiving appropriate challenges. A balanced programme of activities that covers all six areas of learning is in place although greater use could be made of the outdoor facilities to extend children's learning environments and further promote their large muscle skills. The variety of methods to facilitate children's learning is sound. There is an appropriate balance between group activities, one-to-one interaction with an adult and independent investigation. Circle times are purposeful and well planned and meet the needs of most children, for example, using a puppet to gain children's attention and help them concentrate.

Building children's confidence in their environment and helping them become independent learners is given high priority. With adult support they find the magnets or the scissors in order to extend an activity. There is a good understanding of how young children learn so that sufficient time is given to them being active participators. They use the magnets to see how the iron filings move, construct with three dimensional shapes and use their imagination in role play. The children are keen investigators as a result of well planned and resourced activities that children find interesting and the adult's skill in responding to child initiated learning. A child spotting an insect go behind a unit, leads to the insect being identified, carefully put in the bug box and several children discussing what they observe. They learn about seasons, feeling the smoothness of conkers and comparing this to the prickly case they grow in. Children go back independently to look again. They use magnifying glasses to explore textures and surfaces. Children's ability to use language to communicate and convey thoughts and ideas, is given good support by the room leader who is skilled at asking open ended questions.

Suitable systems are in place to assess children's progress and the room leader has a clear understanding of the link between assessment and planning in order to support individual children's next steps in learning. At the current time observations have been made but assessments have not taken place due to the children having recently started at the setting.

### **Helping children make a positive contribution**

The provision is good.

The needs of children are identified through an entry profile which parents complete with their child's key worker. Staff use this to help children settle, ensure their safety and plan play which is pitched correctly and helps the child achieve and have successes. All these things foster children's self-esteem effectively. Suitable strategies are in place to support children with additional needs. Children are able to access the full range of opportunities the setting offers because staff adapt the environment as needed. All children have begun to learn Makaton. This is a useful tool for non-verbal communication that benefits all young children but also supports an inclusive environment. Consistent, calm and appropriate strategies are used to help young children learn right from wrong. Staff are confident practitioners in this area and talk with children about feelings and emotions. They support children to share and take turns so that gradually they understand how to manage themselves and be aware of their impact on others. Through planned activities and good resources, children learn about the wider world and develop awareness of peoples similarities and differences. All these things contribute to children's spiritual, moral, social and cultural development being fostered.

Parents are able to develop a working partnership with the nursery through good written communication and the opportunities to talk with their child's key worker regularly. Daily diaries for children under two ensures that parents are clearly informed about feeds, changes, sleep and play during the day. Parents are encouraged to record information so that it is a two way process. During the day staff photograph the children. These are put on the plasma screen in the central hall and provide reassurance and opportunities for parents to see what their children have been doing.

The partnership with parents and carers of children receiving funded education is good. Clear, informative written documentation helps parents understand how their children's learning and development is promoted through play. They contribute to initial profiles which supports staff to plan for the child's individual learning needs. All parents are sent details of current topics and aspects of learning being covered. Weekly planning is parent friendly so that they can see what their child will be doing each day. There are suggestions each week of activities that parents can do at home. This compliments and enhances the learning taking place at nursery and links home and nursery for children, helping to provide consistent care so that children's learning is effectively supported.

## **Organisation**

The organisation is outstanding.

The welfare and development of children is given excellent regard as a result of the very good systems the company has in place to ensure that staff have the commensurate skills and are suitable for their post. There are effective appraisal systems in place so that qualified staff are encouraged to strive for new challenges and extend their qualifications. The company is a training organisation and trainees are supported to gain the relevant early years qualifications through practical experience and support sessions out of the nursery. Effective organisational systems ensure that qualifications that require updating such as first aid and food hygiene are planned for in time to ensure that almost all staff hold these certificates and can provide good standards of care for children. Staff's professional competency is promoted through core training which provides a firm foundation for consistent practice in the workforce. Purposeful team meetings and whole company training days, ensure they are kept up to date with events in the company and any changes to policies. Sessions are used for training either in-house or through outside agencies. These are praiseworthy systems that value staff and recognise how this investment benefits children.

The children are looked after by a highly motivated staff team who are enthusiastic and knowledgeable and keen to establish high standards in this newly opened nursery. Clear management structures within the company and in the nursery, ensure that roles and responsibilities are clearly defined and they strive to effectively address the needs of all children who attend. Staff are deployed so that their skills are used to best advantage and teams are balanced.

Record keeping systems are good. They are understood by everyone in the setting and used effectively to manage the nursery safely and efficiently on a day to day basis. The setting meets the needs of the children for whom it provides.

The leadership and management for funded education is outstanding. Proprietors and managers have a clear vision for this new nursery and have already identified the challenges and priorities that need to be addressed in order to ensure that children's learning is maximised to their individual potential. Commendable opportunities exist for training so that staff continue to build on their skills and keep abreast of ongoing changes in this field. They use the support within the chain of nurseries to share best practice and induct new staff effectively. Managers within the setting and advisory teaching staff in the company, provide good support and guidance. They have highly effective systems to monitor and evaluate the provision on a regular basis.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider ways to improve the arrangements for lunch for pre-school children

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the outdoor provision in order that children have increased challenges and opportunities for learning
- continue to develop the systems for trainees working with pre-school children to ensure they understand the learning objectives of the activities they support.

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