

Children 1st @ Derby Road

Inspection report for early years provision

Unique Reference Number	EY239316
Inspection date	29 February 2008
Inspector	Sheena Gibson
Setting Address	146-148 Derby Road, Long Eaton, Nottingham, Nottinghamshire, NG10 4AX
Telephone number	0115 973 3613
E-mail	children1st@breedonhouse.co.uk
Registered person	Breedon House Nurseries Ltd T/A Children 1st
Type of inspection	Integrated
Type of care	Full day 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.

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 is one of 11 children's centres run by the same provider. It opened in 2003 and operates from a large detached property in Long Eaton, Derbyshire. The ground floor accommodates children from birth to five years. Children of three and four years of age also have access to the first floor. The first floor is also available for children out of school. A maximum of 120 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to secure, enclosed outdoor play areas, which have safety surfaces and incorporate a sensory garden.

There are currently 177 children aged from birth to under 14 years on roll. Of these, 38 receive funding for nursery education. The setting serves families from the local area. The setting supports children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs 26 staff, all of whom work full-time. Of these, 22 staff, including the manager, hold appropriate early years qualifications and four staff are working towards a qualification. Three staff are nursery assistants and two are ancillary staff. The nursery has

achieved the 'Quality Counts' award, is a recognised 'Investor In People' and has been awarded a 'Business of the Year' award for staff training and development in 2007. It is also an accredited training centre for National Vocational Qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted as staff follow effective health and hygiene procedures. For example, staff use separate cleaning materials for kitchen and playrooms, good routines and systems are in place for nappy changing, sand trays are periodically disinfected and children have their own linen and flannels. Children are encouraged to practise good hygiene and learn to independently wash their hands after going to the toilet, before eating and before baking. They enjoy taking part in topics about a healthy lifestyle when they learn about the benefits of positive hygiene, dental hygiene and healthy eating. The risk of cross-infection is minimised and the good health of children maintained through a detailed sickness exclusion policy that is shared with parents. Children are appropriately cared for if they have an accident. All staff are trained in paediatric first aid and have a good understanding of how to manage and record accidents. The accident records are periodically reviewed to ensure that accidents are minimised.

Children who are unwell are appropriately cared for. The setting is prepared to continue a course of prescribed medication. Children enjoy regular opportunities to be active and have physical exercise both indoors and outdoors, which effectively promotes the development of their physical skills. Babies enjoy a very spacious area where they can develop their early mobility skills. There is a broad range of resources that effectively support children's skills and help them to enjoy exercise. They are keen to go outside and play, for example, with the wheeled toys, on the climbing frame, see-saw or on the rope swings. Indoors they enjoy dancing and exercising along to music.

Children are well nourished and their health and dietary needs are met because practitioners work well with parents. The menus indicate a broad variety of meals and snacks that are freshly made and contain a good level of fruits and vegetables. The nursery promotes the 'five-a-day' and there are posters around the setting supporting this. Specific requirements are catered for and staff work well with parents to ensure that children's dietary needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment, which helps them to feel secure and settled. The nursery is very brightly decorated. The reception area is inviting and displays photos of the children, supporting their sense of belonging. Space in the setting is well used. The open-planned design offers a bright and spacious environment that is organised into areas for different ages of children and resourced appropriately. The nursery is well maintained with suitable heating and ventilation that supports children's comfort. However, sometimes systems in place to monitor room temperature, such as the thermometer, do not effectively work and this results in rooms not always being maintained at an appropriate temperature. The security of the nursery, along with policies that are in place to ensure the safe arrival and departure of children, successfully support children's safety.

Children use a good range of toys and equipment, which are safe and suitable. The nursery is very well resourced and the toys and equipment are all of high quality. Toys are carefully selected for example, to be appropriate to the age group and include a full range that supports all areas of development. Procedures that are in place ensure that potential hazards to children are minimised. Detailed risk assessments take place regularly and practical steps are taken to support children's safety. For example, the use of finger guards, socket covers, and safety gates; sleeping babies are monitored and checked very frequently to ensure their safe sleeping.

The regular practising of the fire procedures mean that children know how to safely evacuate in an emergency. Children are safeguarded because most staff understand their role in child protection and senior staff are able to put appropriate procedures into practise when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children are generally very happy and settled. Most children settle quickly in the nursery and are keen to join in; babies have their own routines in relation to sleeping and eating, which helps them to feel secure. Children who have difficulty settling, such as those in a transition period, are comforted by staff and/or for example, have their own dummy and comforter. Children have a broad range of opportunities that effectively support their development through a wide range of planned and unplanned activities. The key worker system works well within the setting, which helps children to settle and effectively supports their development. Staff know the children well and successfully use 'Birth to three matters' to guide their practice and therefore children progress.

Babies enjoy a range of developmentally-appropriate toys and equipment; they make hand prints, play on activity mats and enjoy sensory experiences. They are interacted with at their level and freely go to the staff for comfort and cuddles. As children develop further they enjoy a wide range of activities and toys that become more complex to effectively foster their developing skills. Children enjoy dressing up, singing and a range of craft activities. They also begin to gain in independence skills such as putting on and taking off their coat.

Nursery Education

The quality of teaching and learning is good. Most staff have a sound understanding of the nursery education and how to support children's learning and so they develop well; the children benefit from the involvement of the early years practitioner who has a very good understanding about how children learn. Assessments of children are detailed and well written, effectively recording children's progress. However staff do not complete an initial assessment for children that enables them to know their starting point in relation to the Foundation Stage and assessments are not always effectively used to inform planning. Planning indicates a broad and balanced curriculum, covering all areas of learning over a period of time. However, planning does not always show how activities are adapted to offer support for less able children and extension for more able children, which potentially impacts upon children's progress.

Staff use a variety of suitable methods to support children's learning, with some staff using very creative methods. For example, props are used to focus children's attention and encourage their learning. Staff manage children's behaviour well. They are fair and consistent. Time and resources are generally effectively used to benefit children's learning. There is a generally good balance between the structured activities and the valuable opportunities that children have to learn through spontaneity and play.

Children's personal, social and emotional skills are developing well. Most children are keen and motivated learners. They demonstrate a strong curiosity and show a high level of interest, persisting in activities that they enjoy. Some have developed strong friendships and seek out their friends to play with or sit with at snack time. They show consideration for others' feelings and can be seen comforting their friends. They are developing good self-care skills. For example, they manage their own personal needs and capably put on and take off their coat; some more able children helping the less able children. Children's language skills are developing well. They use communication for a range of purposes. For example, they chat to each other when playing, using intonation and speaking assertively at times. They use language to create imaginary situations and to make up stories when looking at books; they also enjoy listening to and joining in with stories. They are beginning to link sounds to letters through routines such as picking their name card and also through planned activities.

Children are beginning to understand that marks have meanings. For example, they enjoy writing in their Mother's Day card and using the diary in the home corner. Children count well with some children being able to count to large numbers. They show an interest in number and use it in planned activities but also spontaneously such as when playing a game of hide and seek. Language that supports early maths, such as bigger, smaller, behind and next to, is used during planned and unplanned activities; songs, rhymes and stories successfully introduce simple addition and subtraction. Routines and activities help children to learn about shape. For example, they have a 'shape of the week'. Children express their feelings visually when investigating. For example, they look unsure when squeezing the clay between their fingers, saying 'urghh'. They enjoy growing and eating some vegetables from the garden and have access to a sensory room where they explore different textured surfaces and smell different spices.

Children have some opportunities to have contact with everyday technology through, for example, using the computer. However, there are less frequent opportunities for children to experience other aspects of the area of Knowledge and Understanding of the World such as learning about the passage of time or investigating the area in which they live. Children are able to be creative and explore colour and texture through a broad range of activities. They thoroughly enjoy their music and dance lessons when they interpret the music, joining in enthusiastically with the songs. They have good imaginations and make up stories about a dragon or about being a fairy princess. Children move confidently indoors and outdoors. They capably stop, start, move backwards and forwards. They move imaginatively and are very co-ordinated. They have a good sense of space and can negotiate their way around a given path. They competently use large and small equipment, balancing on the see-saw, climbing on the climbing frame, swinging on the rope swing or using tools such as paint brushes.

Helping children make a positive contribution

The provision is good.

Staff take time to understand children's needs. They gather detailed information with parents at the point of registration and at the parent and child induction. They take positive steps to support children's individual needs. For example, they provide a child with a wheat allergy their own box of items to play with, including items such as wheat free pasta. All children have labelled coat pegs with their photograph on and see their pictures displayed on the walls. Therefore most children have an strong sense of belonging. Children are helped to feel valued and included. Staff compliment children to build their self-esteem. Children have mirrors to use to see themselves and for example, during an 'All About Me' topic they describe and draw themselves and each other. Staff consult with children and often ask their opinions and ask

what they want to play with. Children are suitably supported in understanding diversity. There are resources around the nursery that depict positive images such as jigsaws and books, and children take part in activities that celebrate other religious and cultural festivals.

Children who have learning difficulties and/or disabilities are given appropriate levels of support whilst at the setting. The setting has a detailed policy, which outlines the steps taken to support children; staff work closely with relevant parties, such as parents and external agencies, to help children to be included and benefit from being at the setting. Children are cared for in a positive environment and behave very well. Staff are encouraging towards children and build their self-esteem through positive comments and language. Staff are confident and consistent in relation to the organisation's behaviour management policy. Children are learning the expectations for behaviour. For example, older children line up calmly, tidy up at appropriate times and take ownership of the 'rules' that they have developed with the staff. Children's social moral, spiritual and cultural development is fostered.

Children have their individual needs met by adults who work in close partnership with parents and carers. As a result children receive consistent and appropriate care. Parents receive good quality information about the provision and regularly have opportunities to share information about their child with staff. Open and friendly relationships between staff and parents benefit children as they are cared for with regard to parents' wishes and feel settled as parents are confident to leave children in staff's care. Parents are encouraged to express their views and be involved in the nursery, for example, through a steering group or parent questionnaires.

The partnership with parents and carers of children who receive nursery education is good. Parents receive comprehensive information about the nursery education, both in writing and verbally at the induction, supplemented by nursery education information evenings. They share in their child's learning through a useful home-link sheet and are involved in their child's assessments through regular parents evenings and development reports, effectively supporting children's progress.

Organisation

The organisation is good.

Very effective organisation supports children's care and learning. Children benefit as the nursery management team are well qualified and experienced. They demonstrate a good understanding of the requirements for daycare and are proactive in keeping up-to-date with information. Systems in place for recruitment of staff are robust, which benefits children's welfare; staff benefit from regular appraisals and attend some short courses to further their personal development. This results in a positive impact on children's care as staff practice continually improves. Children are supported by good numbers of qualified staff who support their care and learning. Effective use of space within the rooms enables children to play happily, eat comfortably and sleep peacefully. Regulatory documentation is well organised and available, with policies and procedures being reviewed and updated as required.

Leadership and management of the nursery education is good. There is a clear structure within the organisation that staff are aware of. The vision for the setting is displayed throughout the nursery and so staff and parents are also able to share in this. The manager continues to update her knowledge and is therefore a positive role model for staff. The setting regularly evaluates and identifies strengths and weaknesses; detailed procedures are in place that work generally well in monitoring staff practice in order to provide children with an effective early education. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was given a recommendation around revising the child protection statement in relation to updated guidance, ensuring procedures in relation to referrals and allegations against staff or volunteers are clear. This has been effectively addressed. The child protection policy is comprehensive and includes procedures to follow if there is an allegation about a staff member or volunteer, which positively impacts upon children's welfare.

At the last nursery education inspection the provider was given a recommendation around improving the amount of formal information about the early learning goals which is given to parents. This has been addressed well. Detailed information about the nursery education is given to parents in writing, alongside formal information evenings, which effectively supports children's learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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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):

- monitor the systems that are in place to ensure that the rooms used by children remain at a suitable temperature.

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 systems for assessment and planning, considering children's starting point, how their next steps are used to inform further planning and how planning effectively supports staff in providing extension or support of an activity
- develop further the range of resources and activities that effectively support children's development in the area of Knowledge and Understanding of the World.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk