

Children 1st @ Main Street

Inspection report for early years provision

Unique Reference Number	206217
Inspection date	04 March 2008
Inspector	Sheena Gibson / Justine Ellaway
Setting Address	18a Main Street, Long Eaton, Nottingham, Nottinghamshire, NG10 1GR
Telephone number	0115 946 8732
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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, Main Street opened in 1995. It is one of 11 nurseries within the chain of Breedon House Children's Centres. The nursery is situated in Long Eaton and serves both the local and surrounding areas. Children are accommodated, according to age, in two main areas on the ground floor. There is a fully enclosed garden available for outside play. The nursery is open Monday to Friday from 07:30 to 18:00 throughout the year, closing only for Bank Holidays and one week at Christmas.

There are currently 52 children from six weeks to four years on roll. This includes 29 children who are in receipt of nursery education. There are 13 nursery staff, 10 of whom hold relevant childcare qualifications and three members of staff are currently working towards a recognised qualification. There are five part-time support staff including a cook and housekeeper.

The nursery has achieved the Investors in People award and the National Day Nurseries Association Accreditation scheme "Quality Counts", 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 approved CACHE training centre.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The setting takes positive steps to promote children's good health. Practitioners follow appropriate guidelines, stated within the setting's policies and procedures. For example, rotas are in place to ensure rooms are maintained and kept in a clean state. Good nappy changing routines are in place to prevent the spread of infection and separate cleaning materials are available for kitchens, bathrooms and play areas, to ensure that the risk of cross-infection is minimised. Children who have accidents are well-cared for by knowledgeable staff who are trained in first aid for babies and children. Parents are informed of any accidents to their child, and accidents are recorded and reviewed to positively benefit children's welfare. Children who need to complete a course of prescribed medication are cared for appropriately.

Children enjoy meal times. They are provided with regular meals and snacks from a broad range that are mostly freshly-made and comply with their dietary and cultural needs. Babies are offered a range of foods including bottles of milk and weaning food. However, the monitoring of the fridge in which bottles of milk and yoghurts are kept for babies is not always effective, and staff who re-heat and serve food are not always confident in their understanding of food safety, which potentially impacts upon children.

Children have many opportunities for physical exercise and to develop their physical skills. Advantage is taken of the outside area, and children are dressed appropriately so they benefit from the fresh air. They ride trikes and play with bats and balls, supporting their co-ordination. They use various pieces of outdoor equipment that effectively support the development of their large muscle skills. For example, they enjoy using a climbing frame. Indoors they enjoy different types of dance and gain dexterity through using small tools such as scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well-cared for in premises that are safe, secure and suitable for their purpose. The environment is bright, colourfully decorated, with some photos and wide range of information in the reception, promoting a welcoming environment for children, parents and carers. Children arrive and keenly place their coat on the peg that displays their photo, helping them to feel a sense of belonging. A spacious environment is well-organised to offer appropriate space for various activities. For example, the babies have an easily monitored separate sleep area, which enables them to rest safely and quietly.

Children use a broad range of toys and resources that are of good quality and appropriate to the age and developmental stage of the children. This encourages and supports children to develop their all-round skills. Their independence skills are effectively fostered as they self-select toys and activities of their choice. Staff present toys and activities in a variety of ways to promote children's interests and curiosity. For example, in the baby room they are attractively placed on the floor to encourage babies to reach out or crawl to them, and toddler age children are beginning to make decisions through choosing from low-level shelves, baskets and tubs.

Good precautions are taken to prevent accidents and minimise identified risks to children. For example, staff are knowledgeable and adhere to the well-implemented safety policies and procedures, thus ensuring children are safe. Effective and regular fire drills are undertaken,

raising children's awareness of what to do should they need to leave the building in an emergency. Children effectively learn to keep themselves safe. Staff members talk to them about picking up toys and safely using the equipment and safety is also instilled through stories. The safeguarding of children is effective. Staff are aware of the signs and symptoms of possible child abuse and most have a sound understanding of their role in child protection. Senior staff are fully aware of the procedures to follow if there is a concern or if an allegation is made about a staff member.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and are confident in the setting due to the appropriate support given from caring staff. They are curious and enthusiastic when visitors arrive, keen to say hello and make their presence known. Their development is effectively supported and they therefore progress well. Staff have good knowledge of the 'Birth to three matters' framework and are effective in implementing this into the child's day, with each child having an individual development plan. Children have some good opportunities that successfully support their development through a wide range of planned and unplanned activities. For example, they love to sing and join in loudly with the songs and rhymes. Babies have a bright and stimulating environment where they look at colours, listen to sounds and develop increasing mobility. Children enjoy role play and pretend to be on the telephone, saying to a friend 'here you are' as they pass them the telephone. They smile as they listen intently to language such as 'splish' and 'splish' whilst they play with staff in the water tray. They enjoy playing together in small groups and share experiences such as going to the shops or eating dinner.

Nursery Education.

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and relevant activities to develop children's learning. Clear and detailed development folders are maintained on each child, which are up to date and show their current stage of development as well as identifying children's next steps. They include personal examples which evidence what each individual child can do. Planning is clear and understood by staff. They know when they are delivering an activity, which area it covers. Staff use suitable methods to help children to learn. A staff member captures the children's interest at circle time with a question and keeps them engaged in a discussion with the tone of her voice and props. Good consideration is given to the length of such sessions to ensure that children do not become restless. However, not all of the activities are differentiated and provide sufficient challenge for the more able children. On occasion all children participating are asked the same questions or expected to do the same thing regardless of their ability. The use of time and resources is suitable, as there is a variety of activities throughout the day to stimulate children's interests. The management of children's behaviour is good.

Children are interested and motivated to learn. They are confident in the environment, moving about the room, asking for things and joining others at an activity. Children are developing an understanding of right and wrong. A child comments that he knows he is not allowed to touch something that is not his. Two children are playing and one child tells another child that he has to share, he thinks about it for a few moments and then gives her some of the toys he is playing with. Children's independence is well promoted. Children choose what they do during the day, they get their own cup and plate at snack time and their own coat when they go outside. Children are confident and clear communicators. They listen to others during conversations. When asked questions by staff during circle time they give considered responses.

A staff member asks why do babies cry and a child responds 'because they want something'. Children enjoy listening to stories and story tapes and they use different sounds to represent different aspects of a story, for example, the giant in Jack and the beanstalk. They are developing a good understanding of letter sounds and letter recognition. They have lots of opportunities to develop writing skills through the mark-making table, and other activities. As a result children make good attempts at writing recognisable letters. A letter line, name cards and stencils are freely available and assist children in recognising letters.

Children ably count to 10 and beyond and recognise numbers one to nine. Appropriate activities to help them learn about calculating are regularly available. Children have opportunities to develop an understanding of shape, space and measure. Activities to explore and investigate are regularly planned, such as looking at insects with magnifying glasses and growing vegetables. Children use their imagination well during play. A group of children collectively make a track from large wooden blocks for their cars and explain how cars go round and what the animals are doing. A suitable range of resources is available to help children develop an understanding of information communication technology. To explore a sense of time, children look at a baby photograph of a member of staff and talk about the clothes she is wearing, how big she is and what she can do now that she could not do then.

Children have good opportunities to be creative. A range of resources are always available such as junk modelling, paints, sellotape and punches. Children enthusiastically join in singing sessions and sing favourite songs from memory. A child uses the pots and pans in the role play area and makes a drum, beating a steady rhythm. Regular and varied sensory play is planned to allow children to explore the senses. Children ably move around the outdoor area. They are careful to steer around others if riding on toys. The large climbing frame provides good opportunities to develop coordination as they climb and then balance before sliding down the slide. There are regular music and movement sessions for all children. However, the wheeled and sit and ride toys do not offer challenges to older and more able children. Children use a range of tools with good control, such as a sellotape dispenser. Children have opportunities to learn about keeping healthy and changes to their body through planned activities and regular discussion. Staff regularly talk to children about why drinking water is important.

Helping children make a positive contribution

The provision is good.

Positive steps are taken to effectively meet individual children's needs and preferences. Detailed information is sought at the point of registration such as a care plan for younger children, which enables staff to appropriately care for the children. Babies routines are complied with, for example in relation to meals and sleep times, which helps them to feel settled and secure. Steps are taken to support and include children. For example, some staff have made attempts to speak a few words of French to support a child whose first language is not English. There are a broad range of resources around the nursery that depict positive images of other people. For example, there are jigsaws, small world play and books. Staff have a suitable understanding of how they help children to learn about different people through, for example, celebrating festivals such as Chinese New Year.

Children who have learning difficulties and/or disabilities are given appropriate levels of support whilst at the setting. The setting has a detailed policy that outlines the steps taken to support children and families. The relevant staff demonstrate a good understanding of observing and assessing children, speaking to parents and working with external agencies where appropriate. Children are cared for in a positive environment that promotes their self-esteem and confidence.

Staff are calm, pleasant and have realistic expectations of children's behaviour. Most children have a good understanding of appropriate behaviour. They play cooperatively and enjoy the company of other children and the staff. Staff understand appropriate methods with which to manage any challenging behaviour, which positively impacts upon children's well-being.

Children receive consistent and appropriate care because of the positive working relationships with parents. Good information is displayed in the reception area and on the parent notice boards, and newsletters are also given out periodically. Information is shared with parents regularly. For example, there is a daily exchange of information at the time of arrival and collection and written info is given to parents of younger children. Parents are given the opportunity to speak to staff about their child's progress at regular intervals. Parent's views are sought through a steering group and questionnaires that are periodically sent out, the results of which are displayed. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of funded children is good. Parents are provided with good quality information about the setting and its provision. They are well-informed about the Foundation Stage as the setting holds regular information evenings. Parents are given good opportunities to become involved in their child's learning. Regular and detailed newsletters explain future topics and what the children will be learning. Parents receive a bi-monthly report on their child's progress and the next steps are shared with them. Parents are encouraged to share what they know about their child through regular parents' evenings and through discussions with staff, although they are not formally encouraged to contribute to children's starting points.

Organisation

The organisation is good.

The setting and staff are supported by a well-organised company who are committed to providing children with a positive experience. Vetting procedures are thorough to ensure that all adults working with the children are suitable to do so. A high number of staff are qualified to level two or above and they continue to undertake regular training, keeping them up to date with current practices and improving on their own skills and knowledge. Staff work well as a team, providing a stimulating and interesting environment conducive to the care, teaching and learning of all children. Regular staff meetings provide opportunities for staff to cascade new information and share best practice, which positively impacts upon children's care and learning.

Policies and procedures that are required for the safe and efficient management of the provision and to promote the welfare, care and learning of children are effective. These are shared with both staff and parents to provide consistent and valuable care for the children. The provision meets the needs of the range of children for whom it provides. The leadership and management of funded nursery education is good. A clear mission statement describes the setting's commitment to provide high quality education and care. There is a clear management structure in place that staff are clear about. Strengths and weaknesses are regularly identified. Systems have been established to monitor the effectiveness of the nursery education, which has a beneficial impact upon children's learning.

Improvements since the last inspection

At the last care inspection the provider was given a recommendation to review systems to ensure any certificates displayed on the premises are current. This has been suitably addressed as certificates displayed in the nursery are current.

At the last nursery education inspection a key issue was raised to continue to develop the use of the outdoor area to maximise learning opportunities. This has been effectively addressed. The setting has developed the outdoor area to include for example, a sensory area, an area to grow plants, an area for large physical play and an area for children to enjoy wheeled toys, which successfully supports their learning and development.

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.

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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):

- ensure that those responsible for the preparation, storing and handling of food are fully aware of and comply with appropriate food hygiene regulations.

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):

- ensure that all activities are differentiated and provide appropriate challenge for more able children.

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