

# Children 1st @ Chesterfield Royal

Inspection report for early years provision

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<b>Unique Reference Number</b>	206321
<b>Inspection date</b>	04 March 2008
<b>Inspector</b>	Karen Ann Byfleet
<b>Setting Address</b>	Dryhurst House, Royal Hospital, Calow, Chesterfield, Derbyshire, S44 5BL
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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

## 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 First at Breedon House was registered in June 2000. It operates from a Georgian house set in its own garden within the grounds of Chesterfield and North Derbyshire Royal Hospital. The private day nursery serves children and families in Chesterfield and surrounding areas and staff who work within the hospital. A maximum of 60 children may attend the nursery at any one time. The nursery opens five days a week all year round and sessions are from 07:00 until 18:30. Children attend a variety of sessions and share access to a secure enclosed outdoor play area.

There are currently 105 children aged from six months to under five years on roll. Of these, 34 receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The regular staff team of 17 care for the children, 14 of whom hold appropriate early years qualifications and three who are currently working towards one. The setting receives support from the local authority. Staff receive training and support as the setting is a CACHE accredited

training centre and they have recently received a training and staff development award from Derbyshire Chamber of Commerce. It is a member of the National Day Nurseries Association and has achieved accreditation awards for Quality Counts. The setting has also achieved the Investors in People award.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health and hygiene is effectively protected and promoted. They are developing a clear awareness of their own personal hygiene as they follow daily routines and are encouraged by the staff to be independent. In the baby and toddler areas, effective hygiene procedures are followed by the staff when changing nappies. They wear protective clothing; ensure the changing mat is cleaned after each use and dispose of dirty nappies appropriately. Older children use the toilet independently and know it is important to wash their hands before snack time, after toileting and messy activities. Their understanding of maintaining healthy practices is supported by the staff who offer timely reminders and role model good practice. For example, older children are encouraged to help with daily tasks such as washing their own cups and plates after snack, which develops their understanding of hygiene. Appropriate care is given if children have minor accidents as all members of staff hold a relevant first aid certificate and renew this regularly. Administered medication and accidents are clearly recorded and parents informed on the day. Written permission for seeking treatment in an emergency is in place and effectively supports children's welfare. A clear sickness policy ensures parents are aware of exclusion periods for children who are unwell, safeguarding them against the risk of infection and illness.

Children enjoy a varied and nutritious menu of healthy snacks and meals. A range of fresh vegetables, fruit, meat, rice and pasta dishes are served regularly. The on-site cook prepares and cooks all of the snacks and lunches and is able to provide food for any special dietary requirements. All meals and snacks are recorded on a menu for parents to see. Drinking water is available to all the children throughout the day, at their request, self-service and also with their snacks and meals. Children's awareness of healthy eating and living is effectively promoted because they discuss the different foods that are good for their bodies and enjoy trying a variety of foods such as noodles and prawn crackers for Chinese New Year. The organisation of meals for babies and toddlers means that their independence is fully promoted and older children are encouraged to select and serve themselves thus creating independence.

Children enjoy a full range of physical play activities both indoors and outside. Babies and toddlers are developing their locomotion and balance skills through a wide selection of push-and-pull toys and enjoy experimenting with water and paint brushes in the outside play area. They enjoy moving to music and using musical instruments to create sounds. Older children have many opportunities to play outside with a wide range of equipment to help the development of their physical skills. For example, children successfully negotiate obstacles on a range of wheeled vehicles and practise throwing skills with balls and hoops. They enjoy participating in ring games and running races as well as playing on the see-saw and slide. During the summer months, children enjoy time outdoors as staff take out a range of resources such as jigsaw puzzles, construction, painting and sand activities. Children are learning to become aware of their bodies' needs such as putting on sun screen on sunny days and coats and hats in cold weather to keep warm.

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

The provision is good.

Children are welcomed into a bright and friendly setting. They are greeted warmly by staff, which helps them to settle quickly. They move safely around well-organised rooms that are appropriately furnished to enable them to play, rest and eat in a comfortable environment. Babies enjoy a spacious room with appropriate flooring to encourage their developing mobility. The building is secure and all visitors are required to sign in, effectively supporting children's welfare. Children experience good levels of supervision, and appropriate systems are in place to support children's safety on an ongoing basis within the setting because staff complete daily on-going checks of all areas. However, there are some issues relating to a ventilation duct in one of the outside play areas and the entrance door to the toddler room which potentially compromise children's safety. A clear policy and procedure is in place and understood by all staff in the event of any children being lost or uncollected and all necessary permissions and risk assessments are in place for outings such as swimming lessons which promotes children's safety when away from the setting. The children are developing a good awareness of what to do in an emergency as they practise the evacuation procedure with staff on a regular basis.

Children's independence is effectively promoted with regard to making choices. Activities are well set out to allow them to move freely and safely access a range of interesting and stimulating play materials and resources. For example, many activities are set out at floor level, particularly baby activities, enabling children of all ages to gain decision-making skills. Children's sense of belonging is promoted as they are encouraged to hang up their coats and bags on the pegs provided and use name cards to self register at the start of the session. They demonstrate a good understanding of keeping themselves safe and this is effectively supported by staff who remind children of safe play such as using 'kind hands' when playing with others.

Children's welfare is safeguarded as staff have a sound knowledge and understanding of their responsibilities with regard to child protection procedures and have undertaken appropriate training. They are fully aware of possible signs and symptoms of children who may be at risk and of their responsibility to ensure the designated person is informed of any concerns. There is a thorough child protection statement which is made available to parents.

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

The provision is good.

Children's individual needs and their welfare is well promoted. Children and babies are enthusiastically involved, interested and stimulated in the wide range of age-appropriate toys and resources such as sensory activities, construction, musical instruments, magnetic shapes, music mat and role-play activities, which are very well planned. Babies are provided with a good range of toys which staff rotate regularly in order to maintain their interest and keep them stimulated. For example, exploratory toys such as stacking blocks, musical toys, mirrors, play gyms and a small ball-pool. Toddlers are beginning to understand the concept of sitting for short periods of time during group times and join in with enthusiasm when they sing familiar songs such as 'Animal Fair' and 'Row, row, row your boat'. The interaction between staff and children is excellent, ensuring that warm trusting relationships are developed. Staff constantly talk to babies and toddlers, encouraging their language development and social skills. They show interest in children's comments and achievements, ask them stage-appropriate questions and offer lots of praise and encouragement, which increases their knowledge and understanding. For example, staff thank children for helping in tasks such as helping put toys away before group time. Daily routines are generally well planned to promote children's welfare, however

the organisation of outside play routine does not always fully meet children's individual needs. Children freely move from one play area to another and are spontaneous in their play and interactions with other children and adults. They take turns with dressing up outfits, enthusiastically pretending to be aliens and enjoy naming images such as an ambulance, taxi and aeroplane, while sitting with staff to complete a jigsaw puzzle. Good opportunities are provided for children to relax and have quiet times. There is a well presented and comfortable story corner for children to sit and look at books independently and listen to stories. Children enjoy stories read by enthusiastic staff who make them fun for children. For example, children are encouraged to join in with repetitive phrases such as 'No, no, no it's a ...' and identify the animal on the page and eagerly copy the actions for a crocodile while saying 'Snap!'.

Staff have a sound understanding of the 'Birth to three matters' framework and use this to successfully plan activities for young children. Accurate records are maintained because staff complete thorough observations which show children's progress through early milestones and effectively plan for their next steps in learning on a monthly basis, therefore, younger children's development and skills are very well supported and promoted.

### Nursery Education

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and are very proactive in their planning, with all areas of learning clearly identified. Focused activities clearly show differentiation in children's ages and abilities to ensure their individual learning objectives are addressed and good use of observations made by the staff are undertaken and incorporated into the planning. Assessments of children's development and progress is of a good standard and through staff's dedicated practice and the full range of worthwhile activities on offer each day, children are making good progress towards the early learning goals. Staff do initial assessments of the children as they move up from the toddler room. This helps them find children's starting points and ensures they are able to pitch activities that stimulate their learning. Children are consistently engaged in an exciting and varied range of developmentally appropriate activities which provide them with suitable, age-appropriate challenges. As children leave the setting they are all rewarded with a graduation style celebration. All the children wear cap and gown and are awarded with certificates.

Children have a good attitude to learning as they show lots of interest in the small group play and their individual activities. Staff use good questioning techniques which encourages children to think and reinforces their learning. For example, during group time they ask the children what day of the week it is, what is the letter of the week and can they think of any new words that start with the letter of the week. Children respond positively and suggest words such as telephone, table, train, for words beginning with the letter 'T'. The environment is rich in printed text with good labelling of resources enabling the children to be independent in their choices and helping to raise their self esteem as they recognise words. However, there are few opportunities for children to display their own work and pictures to help further raise their self esteem. Children have many opportunities to practise their writing skills as they have independent access to a well-resourced writing area. They write their own names with confidence and some children can write the names of their siblings, sounding out the letters. Writing for purpose is encouraged through role play activities such as shops, travel agents and cafes and the children also make and write on cards which they send to the sick children in the hospital. They have independent access to a good range of story, picture and reference books which promote their awareness of the world around them and they listen with pleasure to stories. The children behave well as they respond to boundaries and they form solid relationships with their peers and the adults caring for them. However, the time spent in large group time is

sometimes long and some of the younger children's attention is lost and they become distracted, causing disruption for the others in the group. Children manage their personal care well as they are independent in hand washing and show a good understanding of why they need to wash their hands before eating and after using the toilet. They put on their own coats for outdoor play, seeking support from adults if they need help in fastening them. They are actively encouraged to extend their vocabulary and develop their communication skills through exploring different words in French.

Children say and use number in familiar contexts. Through activities such as sorting, matching and balancing activities they are developing good mathematical concepts. In the sand and water play they use language such as full and empty. They know about shape and size as they manage jigsaws when they match pieces of the puzzles. In construction play they use different sized bricks to build a range of objects and constructions. Children are confident at using numbers to count. Some children count to well beyond 20 and they know that a 3 and a 0 make the number 30. Through many activities children name colours and they know that by mixing two colours together they can create other colours. For example, one four-year-old tells me that to make purple you need to mix blue and red and to make orange you have to mix red and yellow. In a small group activity children are playing with a range of resources such as small world figures and trains. They talk about the different sizes of the trains and how some of the figures are bigger and smaller than others. They are developing good problem solving techniques as they use the wood work bench. For example, one child wants to saw a piece of wood and works out that by placing it in the vice it will free up both hands for him to saw it. Children participate in a diverse range of activities which enables them to develop their awareness and understanding of the world around them and their local community. They show awareness of others and their feelings, listening to each other during group activities. They undertake a full range of activities which look at different cultures and beliefs and there are good posters and books around the setting which display positive images of diversity, ethnicity, disability and gender. Through the well-planned topics and themes children enjoy investigating and exploring using their senses and a good range of tools. For example, they plant and nurture flowers and plants outdoors, search for bugs using magnifying glasses and 'bug viewers' and explore texture through crafts and baking activities. They talk about the snow outside and how if they move it into the sunny spot it soon melts. Children confidently build and construct with a variety of materials and objects. They make models in three dimensions as they build with construction bricks, junk modelling, clay and play dough. They have regular daily access to technology as they independently access the computer and they enjoy the wood work bench where they are able to explore different tools and materials. They are able to independently operate programmable equipment such as a CD player. Visitors into the setting have included the police and the fire brigade and the children also make visits within their local community. For example, they visit the local hospital at Christmas time and sing songs for the elderly patients extending their knowledge of the wider world. Staff plan outdoor activities. However, when the weather is really cold, although they ensure children are well wrapped up, they do not extend children's understanding of the effects exercise has on their bodies by talking to them about how they can stay warm through exercise on a daily basis. Many opportunities are presented for the children to explore texture, shape and form in two and three dimensions and they explore sound through musical activities and having independent access to a good range of musical instruments. Good planning of role play activities and their access to dressing-up, enables children to engage in play which develops their imagination, knowledge and learning.

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

The provision is good.

All children are treated with equal concern and staff value their individuality, responding in a positive way to their individual needs. Children's self-esteem and confidence are raised as staff talk to them in a positive way and use clear explanation. Toys and resources reflect a positive view of the wider world and all children are included and have equal opportunities to enhance their learning and play. Throughout the setting there are resources and posters that reflect diversity and individuality such as books, puzzles and small world toys. Children's awareness is further enhanced because the nursery had developed close links with the local Church, care home and hospital. Increased support is available for children with specific needs and staff work effectively with parents and outside agencies to ensure the child's needs are met appropriately. Staff are sensitive to the needs of parents as well as children with learning difficulties and/or disabilities. They are effective in assessing individual needs and successfully adapt activities to offer suitable levels of challenge without identifying children.

Children are cared for in a secure environment where the emphasis is on positive behaviour. Staff are good role models and have strong relationships with the children. This results in children behaving well and taking responsibility for their own actions. Adult use of praise contributes to children being confident in the setting. Staff are skilled in encouraging, guiding and supporting them. Children have clear boundaries and expectations of behaviour towards each other. They develop a strong sense of independence and self-worth as they are encouraged to share, take turns and follow rules as they progress through the developmental stages. The promotion of good manners assists children to become part of the world around them. A clear behaviour management policy is in place and is shared with parents to ensure the care offered is appropriate. Children's spiritual, moral, social and cultural development is fostered.

Children's ongoing care needs are well met. All parents and carers receive detailed information about the services provided and how their child will be cared for. They receive a wide range of information brochures and have access to a portfolio of policies and procedures. There is a well-maintained notice board with information about the setting and clear activity plans linked to the framework are on display around the various rooms. Daily diaries and activity sheets are completed by staff in the baby and toddler areas and provide information for parents on sleep times, food intakes, nappy changes and activities the children have enjoyed participating in. Parents also receive regular newsletters, invitations to parents' evenings and receive daily verbal updates about their children's progress. Staff complete monthly development records in all areas and these are available for parents to access at their request. The ongoing sharing of information ensures continuity of care and gives parents a clear picture of the opportunities for children to learn and develop. Settling-in periods are offered to all new children and the staff work closely with the parents to ensure these settling-in times are individual to them and their children. A clear complaints procedure is in place which is effectively shared with parents through the parents' notice board.

Partnership with parents of children in funded education is good. They receive detailed information about the Foundation Stage Curriculum and are kept fully informed of their child's progress through informal exchange on a daily basis and at regular parents' evenings which are held throughout the year. At these parents' evenings the key workers discuss formally how children are progressing through the stepping stones towards the early learning goals. Planning of all activities is displayed where parents have easy access to it and parents receive written information about new topics and are actively encouraged to be involved in their child's learning. Discussions with some parents identified their high satisfaction in the information they receive

and how staff keep them informed. They appreciate the parents' evenings and positively see these as a way of finding out what the children can do and where they can help at home to help their children to make further progress.

## **Organisation**

The organisation is good.

Space is used very well and children are happy, relaxed and settled within the setting. They are very confident to initiate and progress their own play, relishing their time in the group. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a thorough induction process. The setting has good systems in place to support their working practices and promote the children's care and well-being. For example, all staff receive ongoing in-house accredited training which ensures their knowledge and understanding of childcare practice is kept up to date and their skills and interests are developed further. They have a good awareness and understanding of the setting's policies and follow procedures to ensure consistency of care for all children. Staff share and receive information with parents regularly, maintaining clear records in a professional and systematic manner to ensure they are up to date. All documentation is in place and supports the good quality practice.

Children are in the care of qualified and highly experienced staff who support them well to ensure they are happy and settled in the setting. Staff are very well deployed and supervise all the children appropriately. Good organisation of generally well-planned routines and developmentally appropriate activities, which the children are eager to engage in, ensures children's time in the setting is worthwhile and challenging. Regular staff meetings and a positive attitude to training ensures children receive care from motivated and informed adults.

Leadership and management of funded education is good. Staff work well together and are committed and hard working. Management give solid support to staff as they ensure staff teams have regular opportunities to discuss and plan forthcoming topics and activities. This together with annual appraisals ensures the quality of teaching and individual training needs are addressed successfully. An early years practitioner works as part of the nursery staff team and she meets regularly with other early years practitioners within the company, to establish consistency and continuity of the education programme for the organisation. Regular observations of the children help staff to identify children's interests and to plan their progression through the Foundation Stage Curriculum. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection recommendations were raised to; ensure the induction of trainee staff includes the necessary support to maintain good hygiene practice within the baby room and to reinforce and monitor staff's understanding of the behaviour management, confidentiality and child protection policy and procedures. The setting has a thorough induction, monitoring and staff training programme to ensure all new and existing members of staff are fully aware of good hygiene practice and the setting's policies and procedures, which ensures children's well-being is safeguarded.

With regard to nursery education the setting was asked to review the information contained within the children's individual assessments to ensure they identify their next steps for future learning. Staff make written observations of children's learning and record these within their development records. Focussed activities highlight children's learning and staff use these to

identify the next steps. For example, where some children are unable to fasten their own coats, staff have identified that they need to plan more activities which involve fine motor skills such as threading in order to develop the children's progress in this area.

### **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**

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):

- take positive steps to promote the safety of children, in relation to the ventilation duct in the outside play area and to the toddler room door
- review the organisation of the daily routine, with particular regard to outside play, to ensure they meet children's individual needs and promote their welfare

#### **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):

- provide space for children to display their own work and pictures
- further develop group/circle time to ensure children's attention is maintained
- further develop children's understanding of the effects exercise has on their bodies through every day activities.

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