

# Children 1st @ Grantham

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY348009
<b>Inspection date</b>	03 June 2008
<b>Inspector</b>	Elisabeth Wright
<b>Setting Address</b>	100 Trent Road, Grantham, Lincolnshire, NG31 7XQ
<b>Telephone number</b>	01476 573 188
<b>E-mail</b>	children1st@breedonhouse.co.uk
<b>Registered person</b>	Breedon House Nurseries Ltd T/A Children 1st
<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 1st @ Grantham is one of 11 settings run by the provider. It originally opened in 2004 and was re-registered under new ownership in 2007. It operates from purpose built premises in the Earlsfield area of Grantham. There are four areas within the nursery where children are separated into different groups based on their stages of development. Each area for these children has its own separate, adjoining outdoor play area along with a central, shared decking area. The nursery is open each weekday from 07.30 to 18.00. It is open all year round, closing only for Bank Holidays and for the week between Christmas and New Year. A maximum of 112 children may attend at any one time. There are currently 74 children on roll, of these, 28 children receive funding for early education. Children attending come from the local and surrounding areas. The nursery supports children who have identified learning difficulties and/or disabilities and children who speak English as an additional language. The setting receives support from the early years support team from the local authority. The setting is a Cache accredited training centre and an Investors in People company.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

The setting provides children with a clean and hygienic environment which supports their health. Systems and procedures are in place to ensure that standards are maintained through good practice and regular checks. Children learn the importance of a healthy lifestyle through routines which are then built on through explanations and by ensuring that appropriate equipment is in place, for example, toilet areas are kept well-stocked to encourage children to wash their hands. Therefore children develop independence in caring for their own needs.

Children benefit from the provision of healthy, nutritious meals and snacks which are well balanced to support their health and development. Robust systems are in place to ensure that children with special dietary requirements are well-catered for and provided with a diet that is appropriate for their needs. Meals are cooked freshly on the premises each day by the cook and are presented attractively, which encourages the children to try them. Care is taken with babies' meals to present them at the right consistency for the age and development of the baby. Children in all rooms sit together with adults to eat, which supports the social aspects of eating. Independence is fostered in the Early Years Room as children serve themselves at lunch time and help themselves to a café style snack in the mornings and afternoons. Therefore they are able to make their own choices with regard to amount and preferences of what to eat and drink.

Children's health is promoted because they have access to fresh air daily through play in the outdoor areas, babies also generally sleep out of doors. Older children develop good physical skills and large muscle control through a range of activities and equipment that support their physical development. During most of the day they have free access to the outdoor area, enabling them to take frequent exercise.

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

The provision is good.

Children are cared for in an environment which is made welcoming, secure and safe for them both indoors and outside. Their work is displayed attractively around the setting, showing them that they are valued and thus enhancing their self-esteem and sense of belonging. Space indoors and outside is effectively organised, enabling children to play actively, rest, or socialise together in comfort. Areas are made where children can feel private and separate whilst still being supervised. Toys and equipment in all rooms are made accessible as appropriate to the age of the children, for example toys are displayed in baskets on the floor in the baby room and in low level storage cupboards in the other rooms, which promotes independence. Children's well-being is promoted because all equipment is maintained well, being kept clean and in a good state of repair.

Effective measures to ensure that the premises are secure are in place to promote the children's safety. Access to the building is by an intercom system on the main door, so that staff are always aware of who is in the building. A record is kept of all visitors. Risk assessments are thorough, identifying hazards and the action to be taken to minimise them. Generally, identified actions are acted upon and the environment is kept safe for the children. However, some areas outdoors are not sufficiently well-maintained, resulting in the growth of weeds where they can be accessed, therefore children's safety is compromised. Good measures are in place to ensure

children's safety in the event of a fire, escape plans are practised and a place of safety has been identified.

Children's welfare is safeguarded because staff in the setting are made aware of their roles and responsibilities with regard to the recording and reporting of child protection concerns. These include a written policy which is in line with Local Safeguarding Children Board guidelines and the confidential recording of existing injuries.

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

The provision is good.

Younger children develop well in the setting because staff have a good knowledge and understanding of how children learn and consequently they are able to provide them with a stimulating and varied environment. They use the 'Birth to three matters' framework effectively to identify the children's next steps and plan appropriately to meet their individual needs, identifying next steps in learning through careful and well-documented observations. Therefore children engage enthusiastically with a broad range of activities, using their time purposefully and developing well across all areas. Space is organised well to support care, learning and play. For example, babies have space to be active and a quieter, sensory area.

Older children attending for out of school care have their own area which is well thought out so that they can play, learn and relax in an appropriate and comfortable environment. However, on occasions they do not use this area because of staff constraints and although effort is made to provide them with some specific, age-appropriate activities, throughout the day the environment lacks stimulation and challenge for this age group.

### **Nursery Education.**

The quality of teaching and learning is good. Staff demonstrate a secure knowledge and understanding of the Foundation Stage and the stepping stones which enable them to provide activities which support children's learning across all areas of development. Children are provided with a rich and stimulating environment where they can make independent choices, therefore they sustain interest and concentration in their activities. They are ably supported by staff who are skilled in using a range of methods, such as questioning and suggestions, to extend their learning, provide challenge and encourage them to think constructively. Children generally have a free choice between indoor and outdoor activities.

Children are confident in the setting because they are valued by staff who give them time and attention, listening to their thoughts and engaging with their ideas. Consequently they form good relationships and learn social skills, talking together, exchanging ideas and valuing each other's ideas. For example, children ask their friends if they would like to join them in play or if they are ready to go and get a snack. Children are articulate, expressing their thoughts and feelings confidently, excitedly showing off their room and introducing visitors to children and staff and showing obvious pride in their nursery. They have opportunities to recognise their own names because they choose them to display when they arrive and when they access snack, they are encouraged to attempt to write their names themselves on their pictures. Older children are beginning to learn to link sounds and letters through phonics activities.

Children count, estimate and engage in simple calculation spontaneously because staff include these ideas and concepts throughout all aspects of play. For example, one child lines up people by the train track and counts them, he then counts the trains to see if there are enough for

the people. They learn about weight and volume through cooking activities and playing with sand and water. They learn about the world around them by experimenting and have access to a range of tools to support this process. They learn about the wider world through activities which focus on a specific country, learning about the culture and language. The setting provides a wide range of resources which support their understanding of diversity through positive images and resources which include dressing up and music. Children develop lively imaginations, inventing their own role play situations or engaging with arts and crafts activities, eagerly explaining what they are doing, and planning their work carefully. They join in enthusiastically with music sessions, using their bodies to express themselves in actions.

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

The provision is good.

Children receive appropriate care because staff in the setting take time and care to get to know them well, appreciating and supporting their diversity. The setting is proactive in gathering information at registration, which includes the child's home language and ethnicity, as well as like and dislikes. Babies own routines are followed and changes are discussed with parents to ensure that they receive consistency of care. Children with learning difficulties and/or disabilities are made welcome. The setting has a special educational needs coordinator (senco) and staff demonstrate a secure awareness of the procedure to follow where they have developmental concerns, giving value and priority to parents as the main carer.

Children's spiritual, moral, social and cultural development is fostered. Behaviour in the setting is good across all age groups as appropriate to their age and stage of development. When disputes arise staff intervene quickly and calmly, taking time to talk to the children involved, helping them to find a solution and praising them when they do the right thing. Children show a good awareness of how they should behave towards one another because staff explain to them, for example, a child is told that another child 'is upset because you took the toy away', the child is then praised for giving it back. Space is made for children to be quiet and reflect, relaxing with a book, or listening to music.

Good relationships between parents and staff are valued by the setting which helps promote consistency of care for the children. Written information and current planning are clearly displayed so that parents are made aware of the activities their child will be able to participate in. Parents have their own room where they can sit and relax, talk to staff in private, or access the closed circuit television system to watch their child at play. The partnership with parents and carers of children in receipt of funding for early education is good. Parents received good quality information on the Foundation Stage and how the setting organises the curriculum and children's learning. Parents are welcome to view their child's records or discuss progress or concerns with their child's key worker at any time. As well as verbal information daily, they receive formal reports each half term to summarise their child's development and ensure that they are kept well-informed.

### **Organisation**

The organisation is good.

Children's welfare is promoted because the setting has robust procedures in place to ensure that adults employed to look after the children are suitable to do so. Recruitment and induction processes are rigorous, for example, qualifications and references are checked and new staff are not left unsupervised until they have full clearance. A comprehensive induction programme

ensures that staff are made aware of the policies, procedures and routines of the setting, thereby maintaining a good standard of care. Children receive good levels of supervision and attention because care is taken to ensure that ratios are met. All required documentation is in place and available for inspection. It is kept securely on the premises in a lockable filing cabinet.

Leadership and management of nursery education is good. Staff receive regular appraisals which identify their development and training needs which are then acted upon to ensure that the team is constantly improving. Planning systems are extensive and complex. Although staff in the room know the children well, because they carry out observations and identify next steps, these are not always identified within the planning, which focuses on topics, therefore they are not always sufficiently followed through. The setting has a strong commitment to improvement. For example, audits are carried out by the company to identify strengths and weaknesses in care and education in conjunction with the nursery manager which results in an ongoing action plan being drawn up to effect change. Overall, the setting meets the needs of the range of children for whom it provides.

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

Not applicable.

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

Since registration 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):

- ensure that the outside area is maintained to provide a safe environment for children
- ensure that children attending for out of school provision are provided with equipment and activities which support their age and stage of development at all times.

#### **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 the observations and assessments undertaken on the children to identify their progress and next steps link into the planning to ensure that children's individual needs are catered for.

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](http://www.ofsted.gov.uk)