

# Children 1st @ Leicester

Inspection report for early years provision

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**Unique reference number**

EY315827

**Inspection date**

20/10/2009

**Inspector**

Lynn Dent

**Setting address**

Riverview Day Nursery, Tarragon Road, Leicester,  
Leicestershire, LE2 7ET

**Telephone number**

0115 973 2600

**Email**

children1st@breedonhouse.co.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Children 1st at Riverview is one of 11 childcare provisions run by Breedon House Nurseries Limited and has been under the current ownership since 2005. It operates from four rooms within a purpose built single storey building on the outskirts of Leicester.

The nursery is registered on the Early Year Register to care for a maximum of 96 children at any one time. There are currently 113 children aged from two months to under five years on roll, some in part-time places. The setting is in receipt of nursery education funding. The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

The nursery is open each weekday from 7:30am to 6:30pm for 51 weeks of the year. All children share access to secure outdoor play areas. Children come from a wide catchment area, as most of their parents study or travel to work in Leicester. The nursery currently supports a number of children special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs 20 staff. Of these, 15 hold appropriate early years qualifications and four are working towards a qualification. The manager has achieved a degree in Early Years Childcare and Education and currently working towards an MA in Education and one member of staff is working towards the Early Years Foundation Degree. The nursery is a CACHE accredited organisation and has achieved the Investors in People award and the National Day Nurseries Association Accreditation scheme "Quality Counts".

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The management is forward thinking and shows a commitment and desire to make continuous improvement that will benefit the children. Staff make up a well-qualified and experienced team who are extremely effective in supporting all children to make excellent progress in their learning and development. Children are valued as individuals and feel very secure within the setting. Partnerships with other settings that the children attend are not yet fully developed. Excellent partnerships with parents ensures that the individual needs of the children are met.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the use of daily routines to promote all children's learning with

- regard to using numbers
- developing systems further to communicate with other settings that children attend to ensure continuity in their learning and development

## **The effectiveness of leadership and management of the early years provision**

Children are cared for by suitable staff due to the very robust recruitment and vetting procedures in place. All staff undergo an extensive induction procedure which ensures that they are armed with the knowledge and skills to successfully carry out their role for the benefit of the children. Children's welfare is very effectively safeguarded because staff have an exceptionally high understanding of how to report concerns and initiate the appropriate proceedings both within the organisation and in line with the Local Safeguarding Children Board. Systematic risk assessments within the nursery and for outings are completed ensuring that the premises, safety and resources are safe for children to use. Robust systems to audit the causes of accidents ensures that children's safety is further promoted.

The management works very closely with staff, a parent's forum group and uses questionnaires with all parents to carefully monitor the provision and set in place very clear action plans which are successfully used to secure improvements in the provision for the children. The management radiate a passion to provide the best possible care for children. Consequently, the staff team are committed, enthusiastic and innovative in creating a positive and enabling play and learning environment. Highly successful planning and very careful observation and assessment of children's learning and development results in very positive outcomes for all children. Consequently, they are engaged and making excellent progress in their individual learning and development. Very detailed and extensive policies and procedures are successfully implemented effectively underpinning and promoting children's welfare. For example, the use of mobile telephones in the nursery and social networking regarding any aspect of the nursery are not permitted. The setting prides itself on their care for young babies and have further detailed policies specifically related to babies under four months of age which include providing one-to-one care.

The premises are extremely well-organised allowing children to develop their independence as they flow between the different areas. All children have direct access to the outdoor play areas which are extremely well resources and very effectively used to enhance children's learning in a different environment. Excellent systems to support children with special educational needs and those who speak English as an additional language means that all children feel valued and their uniqueness is promoted. Consequently, no child is disadvantaged. The extremely effective key worker system enables staff to establish very close working relationship with parents from the onset, in order to secure continuity of children's care. Discussions with parents suggest that they highly value the care their children receive and are impressed with the progress that their children make. Parents feel involved in the setting and are able to share and contribute to children's developmental records as they wish. The partnership with schools that the children move on to means that the transition process is smooth. The nursery

has recently started to care for children who attend other childcare facilities and the management can explain the systems in place to share information. However, these need time to be fully embedded to ensure consistency for the children.

## **The quality and standards of the early years provision and outcomes for children**

Children have fun, thrive and make excellent progress because staff use information from parents to their own observations to provide each child with a personalised development and learning programme. Staff are innovative in their organisation of the day, resources and the environment which result in children who are self-motivated and very confident to test out their skills through challenging and purposeful activities. Children are very confident to extend activities and to initiate their own learning as they play harmoniously with their friends. For example, using toy computers to practise their information technology skills after producing their pictures on the nursery computer. Older children explain that the inspector's computer and their toy one has letters and numbers like the nursery computer. Children are positively encouraged to learn about other cultures in an environment that depicts diversity very effectively and have access to an extensive range of resources that promote this. Consequently, they learn to respect those who may be different to themselves. Children in all areas of the nursery use suitable and safe toys and equipment that are easily accessible in order to promote their independence.

Staff use purposeful discussions to help children develop language to communication and encourage them to question and think critically. For example, talking about everyday events as they share a book. Older children show an extensive understanding of mathematical concepts because these are practised during the day, for example, counting how many children are in a line and solving simple mathematical problems by counting how many children are attending the nursery and how many children are away. However, some routines such as meal and snack times are not used as effectively with children aged two to three-years. Consequently, their progress in this area is not fully supported. Children benefit because staff provide exciting activities such as making a pizza and follow this up with a creative activity which also includes developing the skills to order and explain the cooking process. This enables children to establish key skills to support their future learning.

Children's understanding of exercise and a healthy lifestyle is very effectively promoted. They enjoy large soft play and music and movement sessions. The nursery positively encourages healthy eating by providing very nutritious, fresh cooked meals. This continues to be promoted outside the nursery because they provide fruit for children to eat at home. Children learn to be responsible and well-mannered through staff's careful and considerate role-modelling. For example, older children help to give out cutlery and meals. All children are encouraged to feed themselves and babies are fed in accordance with the wishes of their parents so that their home routine is promoted. Younger children and babies benefit from a vast range of sensory experiences such as corn flour, sand and using craft materials. Staff respond very positively to babies' early attempts at communication

and gestures which encourages them to vocalise further.

Children are surrounded by signs and notices which help them to interact with print and develop an understanding of sign they may see in the environment such as road signs used in the outdoor play area. Children thoroughly enjoy playing musical instruments and adapt everyday toys such as play cutlery to bang on the table as they sing their favourite songs. Children have an extremely high understanding of how to keep themselves safe. For example, they clearly explain that they must wear safety goggles to protect their eyes when using a hammer and nails to join together pieces of wood. Children in all areas of the nursery clearly feel safe and secure because they are at home and very relaxed within the setting, due to the staffs' warm and purposeful interactions. Babies and toddlers have space to move and equipment that helps them develop independent walking and to move over different surfaces such as steps and slopes. Therefore, their physical development is very effectively promoted.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met