

Children 1st @ Shepshed

Inspection report for early years provision

Unique reference number

EY406765

Inspection date

29/09/2010

Inspector

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Type of setting

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Children 1st @ Shepshed registered under its current ownership in 2010. It is one of 12 nurseries in the Midlands run by Breedon House Nurseries Ltd. It operates from a converted three storey detached house in Shepshed in the Charnwood district of Leicestershire and serves the local community. Children use 11 playrooms and associated cloakroom facilities on the ground and first floor. Office facilities are located on the top floor. There are enclosed grounds for outdoor play. The nursery opens from 7.00am to 6.00pm each weekday throughout the year. This includes the provision of care for school aged children before and after the school day and during school holidays. The nursery registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 65 children under the age of eight years, all of whom may be in the early years age range. It is also registered on the voluntary part of the Childcare Register to care for older children. It receives funding for the provision of nursery education to three and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children feel safe and settle happily in a warm and welcoming environment. All staff have an excellent understanding of the Early Years Foundation Stage, which ensures that the programme of well-planned activities supports and enhances children's progress across each area of learning. Parents and carers are fully involved in all aspects of their child's development so that children's uniqueness and individuality is recognised and managed exceptionally well. Highly effective planning, new developments and focused self-evaluation, which takes into account the views of staff, children and parents, demonstrates excellent commitment to continuous improvement which significantly enhances positive outcomes for children. Detailed and informative policies and procedures securely underpin the excellent practice within the nursery. Effective partnerships with parents, external agencies and other settings, ensures that consistent information relating to individual children's progress and needs is shared effectively.

What steps need to be taken to improve provision further?

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

- maximising the use of outdoor areas to expand opportunities for investigations of the natural world and the local neighbourhood.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust as staff and trainees are very well informed about procedures to keep children safe. Secure recruitment and vetting procedures provide additional protection for children. All required policies and documentation for the effective and safe running of the setting are written, well-organised and inform parents of all legal requirements relating to the care of their child. Risk assessments are thorough ensuring that any potential hazards to children are minimised or removed. This creates a safe environment both indoors and outside for children's free movement. Children's knowledge of safety is significantly enhanced as they are provided with clear safety guidelines and boundaries. They are involved in activities and projects which help them to gain a clear understanding of the role of 'people who help us' in the community and how to keep themselves safe in an emergency and when crossing the road.

Staff successfully promote equality and inclusion. Children experience a broad understanding of the wider world through age appropriate activities and free access to a wealth of resources which promote diversity and culture. Children are encouraged through play to value and respect each other. Children who have additional needs and who speak languages other than English are supported very well. This ensures that the uniqueness and individuality of each child is considered at all times. The views of children and their families are highly valued. Parents are provided with many opportunities to take an active part in the setting and their positive comments shows that they are happy with the care and support their children receive. The needs and feelings of younger children are observed and taken into account to inform future planning, whilst older children express their views clearly through 'council meetings' making choices and decisions about their food and drink and the types of activities and resources they enjoy.

The management team have a very clear vision for the future of the nursery and improvements to their practice through carefully considered self-evaluation and development plans. They have recently developed an inspirational outdoor area which they are planning to develop to its maximum potential. They are an active training provider for their own and other settings, offering professional training services to individual staff and childcare groups. As a result, they continually develop and share excellent examples of professional practice which significantly improve outcomes for children to develop to their full potential. Communication with parents, external agencies and other settings the children attend are a particular strength. Information about children's care and development is regularly shared with parents through daily diaries, discussion and individualised learning journey records. A wealth of information about the Early Years Foundation Stage and other childcare related information is prominently displayed which ensures that parents and carers are fully involved in all aspects of their child's learning and well-being. Staff develop open and trusting relationships with other providers, ensuring that children receive consistent and complementary care and affect a smooth transition for children 'graduating' to primary school.

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

Children make excellent progress as they enjoy a wide range of stimulating and challenging activities. Babies and young children are very settled and relaxed and receive high levels of support so that they can explore and investigate freely according to their individual interests. Clear information is gained about children's abilities through introductory visits and discussion with parents. Children's ongoing progress is carefully monitored using effective observation and assessment methods, which identify children's continuing achievements and next steps for learning. This ensures that all aspects of children's needs are met successfully and supports their rapid progress toward the early learning goals.

Well-organised planning and accessible resources ensure that children are provided with a stimulating range of experiences across all areas of learning which keep them involved, motivated and eager to learn. They play a full and active role in their own learning as they are asked for their ideas and suggestions for activities and games. Adults respond positively to child-led activities and guide children towards planned focused activities to enhance their learning experiences. For example, babies are fascinated by the movements of spinning and wheeled toys, developing their sensory and coordination skills as they reach out to touch and make toys work. They show inquisitiveness as they explore shape, colour and texture, handling a varied range of objects and materials in their creative and everyday play. Adults skilfully support this aspect of learning, encouraging children to explore a variety of moving action toys and to blow and catch bubbles as they float into the air, as a result children express feelings of delight and excitement.

Children's sensory awareness is further developed in the superbly equipped outdoor play area. Children are encouraged to collect and observe the patterns on autumn leaves which they use for art and craft projects. Rooms and resources are well-organised enabling children to choose freely between indoor and outdoor play. The newly developed outdoor classroom and play area offers exciting opportunities for children to observe creatures and small insects in the natural environment and to take part in planting and growing projects. Further opportunities are currently being considered to maximise the potential of this area. Children are physically active as they negotiate small climbing and sliding equipment and manoeuvre sit and ride toys with increasing skill and independence. Children rest and sleep according to their individual needs and routines and benefit from regular fresh air and exercise. There are excellent opportunities for babies to sleep outdoors under the secure covered area, whilst older children enjoy exploration and play in the secret garden.

Stories, rhymes and songs feature significantly in children's routines, developing their speech, language and communication and give a sense of order and time to their day. Younger children move their bodies and mimic actions and sounds to familiar rhymes and point to the room where they have their dinner when they see that it is ready. Older children enjoy large group music activities where they practice and learn new words and rhymes for their nativity play. Personalised family books are used as a focal point for discussion to encourage children to show

an interest in themselves and the lives of others. Children develop a good sense of the world around them as they take part in activities and discussions which prompt them to think about other cultures, abilities and disabilities and to celebrate a variety of festivals throughout the year. A wide range of books, resources, posters and displays in languages other than English help children to value and respect people's differences and similarities. Children behave well because they are given clear rules about how to treat each other and receive lots of positive praise for their help and achievements. This ensures children develop a positive self-esteem and understand boundaries of expected behaviour. As a result, children are confident to express their thoughts and feelings, ask for help when they need it and are willing to share and help each other, developing strong skills for their future.

Children make excellent progress in their problem solving and number skills as they enjoy a range of challenging and exciting experiences which encourage them to count, estimate and review their calculations. They see and use numbers for counting in the everyday environment and during planned activities, projects and games. They freely access good quality computer equipment and programmable toys and confidently use the mouse and keyboard to operate simple programmes and to create and design pictures and patterns. They use a wide range of art and craft materials to explore colour and shape and develop early writing skills, forming recognisable letters as they progress to writing their name. They learn how to use scissors and other tools and equipment safely during their creative activities.

Children become increasingly independent in their personal hygiene routines, such as, using the soap and the hand dryer to keep their hands clean and dry. Adults respond to children's spontaneous interest and curiosity to maximise learning opportunities through the daily routine, explaining how the warm air blows out of the mechanical dryer. Children know that eating healthy food, such as, cucumber and carrots makes them grow and become strong and tuck in heartily to freshly prepared meals at lunch time. They help themselves to water at anytime so that they do not become 'too thirsty'. Children develop an increasing understanding of personal safety issues through activities and projects and frequent discussions. Older children being collected from school know that they must stay close to a trusted adult and wear seat belts in a vehicle. Regular fire drills are conducted to ensure children can safely exit the building in the event of a fire emergency. As a result children feel safe and secure within a caring and supportive environment.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

Outcomes for children in the Early Years Foundation Stage	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