

Children 1st @ Main Street

Inspection report for early years provision

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Inspection date	16/11/2011
Inspector	Susan Rogers
Setting address	18a Main Street, Long Eaton, Nottingham, Nottinghamshire, NG10 1GR
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Type of setting	Childcare - Non-Domestic

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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 @ Breedon House is one of 14 settings run by the provider. It opened in 2007 and operates from a single-storey converted premises situated in Long Eaton in Nottinghamshire. The nursery comprises of four playrooms and associated facilities. Children have access to an enclosed outdoor play area. The setting serves the local and neighbouring areas.

The setting is open Monday to Friday for 52 weeks of the year, excluding Bank Holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. A maximum of 52 children aged under eight years may attend at any one time. Currently the setting accepts children who are in the early years age group. There are 72 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for early education places.

There are 14 members of staff who work with the children. Of these, two hold a degree in early childhood studies at Level 6, one holds a National Vocational Qualification (NVQ) at Level 4, seven are qualified to NVQ at Level 3 and two are qualified to Level 2. One member of staff is working towards NVQ at Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make very rapid progress in this exceptionally well resourced nursery. Staff are exceptionally skilled, knowledgeable and are very well-supported by a first class management team. A highly comprehensive range of policies and procedures enhances all aspects of the provision and contributes towards the excellent safeguarding provision. Children's individual needs are given the utmost priority through the carefully managed assessments and observations. The partnership with parents is highly developed and includes a range of innovative strategies to include parents in their child's care and education. The measurement of the effectiveness of the setting is rigorous and considers in detail all aspects of the service provision. This process is reflective and ensure that all stakeholders actively contribute driving forward an excellent capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- improve the provision of positive images that challenge children's thinking and help them to embrace differences in special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

There are excellent safeguarding provision in place that are well-supported by a robust range of policies and procedures. All staff have attended safeguarding training and are able to confidently manage any concerns they may have regarding a child's care. The highly effective policies are made known and readily accessible to parents so they are fully aware of the settings' legal responsibilities. Staff are highly suited to their role through the robust recruitment and prompt vetting procedures. Their suitability is consistently maintained through careful supervision and development of their skills through a highly comprehensive in house and local authority training opportunities. This means that staff deliver exemplary support for children and are extremely well motivated as they deliver and promote excellent learning opportunities for children. They work extremely well together as a team so that their collective enthusiasm and drive to enables every child to fulfil their individual potential.

All staff, management, parents and children have contributed to the highly reflective self-evaluation process. Anonymous questionnaires and detailed surveys collate views and opinions demonstrating an open and conscientious leadership eager to positively implement further improvements. The highly skilled and experienced team delivers a very stimulating and exciting curriculum and programme of activities. Parents comment that the staff team is the setting's greatest resource as they share their vision of how children can successfully achieve and ultimately thoroughly enjoy their learning. Individual children are provided with targeted, individualised and sensitive support that achieves high outcomes and excellent support for their learning needs. Highly detailed risk assessments are regularly completed and are continuously updated to reflect new children or additional equipment.

Highly effective systems are in place to include children and their families in the operation of the setting. These include contributions towards ideas and suggestions for improvements and working together to raise money for charitable causes. Parents have ready access to their child's development folder and are able contribute towards these at any time promoting excellent continuity of care. There are regular parent consultation sessions and daily diaries that ensure that each detail of children's individual care needs are carefully attended to.

Each child and their family contribute to the information for staff in order to identify and address individual needs including cultural and familiar backgrounds. The extended family is also respected as grandparents have been invited in to share the children's experiences. The premises are exceptionally well-organised as the different areas are carefully planned to support children's transitions as they progress in their development. There are excellent partnerships forged with additional agencies as staff are skilled in accessing additional support, working with a range of professionals and accessing the specialist help that is required. Children are exceptionally well-supported as they move into mainstream school settings. There are joint visits and highly effective communication strategies in place in

respect of each child's progress and needs. 'My Family' books compiled for each child ensure that all children feel valued and can share with others aspects of their backgrounds. They engage in an excellent range of activities and experiences that encourage high levels of awareness of diversity. They celebrate Remembrance Day and Diwali and are currently celebrating Thanksgiving. Although there are positive images that help children embrace differences in gender, ethnicity, language, religion, culture, images that represent special educational needs and disabilities are limited.

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

All children are ably and sensitively supported by the staff as they make choices and instigate their own learning and development. Adult-led activities are skilfully delivered to provide children with optimum learning opportunities. Children eagerly seek out and invite the adults to join them in their play and activities. Group story time is thoroughly enjoyed as staff make the content extremely interesting and stimulating. They skilfully introduce many areas of learning as they share a story with the children, encouraging their recognition of numerals and how to make sense of combining numbers. There is a wealth of creative and imaginary opportunities that are inspired by children's own interests and ideas. For example, children work together to make a space rocket and use this to experiment with cause and effect as they are enthused by further ideas. These opportunities provide excellent foundations for children's communication skills as they enthusiastically discuss their ideas with each other.

There is an excellent range of mark making opportunities ensuring that children enjoy their emerging writing experiences. They use coloured sand to experiment with forming shapes with their fingers and explore the well-stocked designated writing area. They are highly enthused as they use water and chalk to mark make when outdoors including this in their creative play ideas. They enthusiastically explore the fascinating and stimulating outdoor area safely climbing trees and the challenging climbing equipment. They take responsibility for their environment as they sweep up autumn leaves and help to care of plants and vegetables they grow. This activity provides excellent opportunities for children to learn about healthy eating as they harvest potatoes and strawberries and include these in their meals and snacks. Meals and snacks are carefully planned and nutritious and children have ready access to drinks. Meal are used to optimum effect to promote children's excellent self-help skills as they serve themselves and each other.

All children have clear care routines displayed as their key workers discuss these on a regular basis with parents when milestones are achieved or routines are altered. Staff are exceptionally skilled at establishing links with parents establishing very strong foundations for children's consistent care. Children's individual folders contain high levels of information about their needs and interests that commences with their initial assessments as they enter the setting. Observations and assessments of their progress is supported with pertinent photographs and annotation to record how they are progressing and moving towards their next steps. Careful well-informed planning ensures that each child's needs are skilfully

met wholly implementing all aspects of the Early Years Foundation Stage. This enables all children to make exceptional progress in all aspects of their development given their individual starting points. Children are extremely settled and confident as they develop excellent social skills and work towards becoming responsible citizens as they grow in maturity. They develop excellent awareness of sustainability issues by recycling packaging. They use a wide range of reusable materials such as rubber tyres, plastic guttering, and cardboard boxes demonstrating how these items are used to greater effect than some commercial equipment. Babies and younger children discover how things work as they use pop-up toys and operate musical toys that wind up. Younger children are highly motivated to develop their physical skills as they explore the richly resourced play environment moving from one texture on the floor to another. Equipment and resources are exceptional in supporting children's development as they develop their upper body strength and learn to sit independently and develop their mobility skills.

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

The quality of the provision in the Early Years Foundation Stage	1
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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