

# 1st Class Nursery

Inspection report for early years provision

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**Unique reference number**

EY272250

**Inspection date**

22/11/2011

**Inspector**

Denise Sixsmith

**Setting address**

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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*.

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## **Description of the setting**

1st Class Nursery expanded to this site in 2004 and is one of two settings operated by an individual. It operates from three rooms in a converted detached premises, situated between Burscough and Ormskirk, in West Lancashire. There is a fully enclosed outdoor play area and garden area. The nursery serves children from the local area. It is open each weekday from 8am until 6pm, for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 38 children may attend at any one time. There are currently 61 children aged from two to under five years on roll, some in part-time places. The nursery provides funded early education for three and four year olds. Support is provided for children with special educational needs and/or disabilities and who speak English as an additional language.

The owner/manager holds an early years teaching qualification and has achieved Early Years Professional status. There are seven members of staff, all of whom hold early years qualifications to at least level 3. Two members of staff are working towards an Early Years foundation degree. The nursery has been awarded Lead Practitioner Status and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Dedicated leadership and a highly committed and motivated staff team, ensure that excellent outcomes are achieved for children. All children are highly valued in this extremely safe, inclusive and innovative nursery. Policies and procedures are very effective and understood by all. Children, parents and staff are involved in the process of evaluation. Consequently, self-evaluation is highly effective and a very rigorous focus on continuous improvement, promotes the outstanding level of care and education provided. Children are extremely confident in the environment and clearly enjoy their time at the nursery.

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

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

- build on the very good systems and relationships established with schools to further enhance transitions to schools for children.

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

The extremely strong management and staff teams place a high priority on safeguarding children. Required staff clearances have been carried out to ensure staff are suitable to work with children and a rigorous recruitment and induction procedure is in place. All staff have undertaken safeguarding courses and the 'Nominated Persons' responsible for child protection have undertaken higher level training. As a result, staff are very confident with the procedures to follow if they have concerns about a child in their care. Comprehensive and clear policies and procedures are in place and support the safe and efficient management of the nursery, in accordance with the Early Years Foundation Stage. These are regularly reviewed and shared with staff to ensure the safety, welfare and well-being of the children. Robust risk assessments are completed and detailed daily checks are undertaken to ensure children's safety. Well maintained records, required for the care of children, are in place and completed meticulously by staff.

The whole staff team is extremely enthusiastic and highly motivated towards providing an excellent quality of care and education for children. This is demonstrated through their very positive approach to personal, professional development and engagement in an extensive range of courses and on-going work towards a quality assurance award. Staff have an excellent knowledge and understanding of individual children and as a result, their needs are extremely well met. Children with special educational needs and/or disabilities and those who speak English as an additional language, are very well supported through the staffs exceptional liaison with other professionals, parents and carers. Deployment of resources, including staff, is excellent. Links with local schools and the sharing of information with providers of other settings attended by the children are very positive. Both systems ensure a successful transition for children. Children have the benefit of learning and developing in a bright, stimulating environment, which is enlivened by displays of their own work. There is an abundance of good quality toys and equipment to stimulate and provide choice for children, for example, in the additional upstairs room used for small group activities, the extensive outdoor area, complete with its own orchard, wildlife corner and seaside area. The nursery has made excellent strides since their last inspection, including addressing previous recommendations. Great emphasis has been given to the physical environment, where many superb enhancements have been made.

Extremely good relationships are developed and maintained with parents and carers. Parents spoken to state how much they value the supportive and friendly staff team and feel they are kept fully informed about events at the nursery. Staff ensure that verbal and written information is shared daily, to enable the key worker system to work successfully and the excellent continuity of care for children to be maintained. Newsletters, weekly planning sheets, displays of children's work, consultations and access to the children's development records, ensures parents are kept fully informed and involved. Parents spoken to state that they are 'extremely happy with the nursery and especially pleased that their children's creativity is supported and encouraged'. All parents interviewed have either recommended the nursery to others or state that they would do so. In particular,

they appreciate the 'lovely, caring, encouraging and nurturing care, given to their children'. The nursery values the input of parents, and equally parents value the high quality service provided by the nursery.

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

Children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play. Staff make excellent use of observation and assessment systems and information from parents about children's developing interests to plan individually for children. Consequently, enjoyable and challenging experiences are provided for the children which are particularly well matched to their interests and needs. For example, children's interest in winter holidays prompt the production of a table top frost and snow landscape. Well thought out enhancements, which include, a dog sledge, an igloo, snowy material, a variety of related books and an exploration of ice cubes, fully engage and extend children's interest and wonderment. All children enjoy exploring the texture of oats and shaving foam, as well as the herb scented play dough. They readily talk about the big spoon and the little spoon and the big bowl and the little bowl as they act out the story of a well known children's story with the finger puppets. Children's creativity is supported through very good access to an excellent range of role play equipment, construction toys and an extensive range of media. They enjoy opportunities to design and make objects using recycled materials which are then displayed in the art area. Staff take every opportunity to develop children's technology, problem solving and mathematical skills. For example, children count in everyday situations, in the role play areas and through the use of the computer and interactive smart board. All children enjoy and have great fun in the outdoor area, where they can choose activities to develop their creative and physical skills in the fresh air. They engage in a variety of experiences, including role play in the two play houses, music making on the pipes and coconut halves, or playing with the small world play, amongst the rocks in the landscaped area. Children learn about the wider world as they plant and grow vegetables and fruit, as well as caring for the birds and the insects in the wild life garden. They competently manoeuvre around the covered paved area on the sit and ride toys. Children readily provide rides for their friends in the trailer on the back of the three wheeler bicycle. All children are assisted extremely well, by staff, to develop very good skills for the future.

Staff involve children in practising fire evacuations, which helps children to learn about keeping themselves safe. Well established routines and reminders from staff about the safety rules, for example, holding onto the banister, taking one step at a time on the stairs and the wearing of a safety helmet in the outdoor large construction area, enable children to feel safe. Children wash their hands regularly, access tissues and know to dispose of them in the bin. Meals and snacks are varied and highly nutritious, prepared and cooked in the sister nursery using fresh ingredients. All ages of children are actively encouraged to help to serve themselves at lunch and snack time. They grow their own vegetables in the nursery garden, ensuring they learn about where food comes from. Children are currently engaged in a healthy heroes eating campaign and skilfully chop up spring

onions, tomatoes, cucumber and peppers to produce a healthy snack. Younger children's sleep and rest needs are met extremely well. Ready access to drinks and a selection of fruit from the bowl ensure children are rested, hydrated and well-nourished throughout the day.

The caring and nurturing ethos of the nursery promotes equality of opportunity for all, extremely well. Children learn about the wider world through the sharing of festivals and through resources that reflect difference and diversity and are seamlessly integrated into the environment. Children learn to express their feelings and consider the feelings of others through skilful interactions and positive role modelling by staff. In addition, staff state that the implementation of recent training into their practice, assists them greatly in enhancing the wellbeing and involvement of children. All children are extremely kind to each other and their behaviour is very good. Organised visits to the nearby residential care home enable children to learn about difference and the local community. It is also providing them with the opportunity to demonstrate their singing and dancing skills to an appreciative audience.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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  | 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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|--|---|
| 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

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|--|---|
| <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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