

First Place Nursery

Inspection report for early years provision

Unique reference number	EY424059
Inspection date	17/11/2011
Inspector	Diana Rose

Setting address	Centurion House, Watling Street, RADLETT, Hertfordshire, WD7 7AY
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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

First Place Nursery is owned by First Place Nurseries Limited. It was registered in 2011 and replaces the previous Radlett setting in Cobden Hill. It operates from a self-contained building in Radlett, Hertfordshire. Children are cared for in four rooms with additional quiet rooms, a library, sensory room, main hall and a dance studio. The ground floor is fully accessible but there is no disabled access to the first floor. There are two fully enclosed areas available for outdoor play. The nursery serves the local area and has strong links with the local schools.

The nursery opens Monday to Friday for 40 weeks per year. Sessions are from 8am until 4.45pm. Children are able to attend for a variety of sessions. The nursery also offers a holiday Kids Club for 10 weeks of the year for children in the early years age range. The nursery is registered on the Early Years Register. A maximum of 88 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 75 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 15 members of child care staff. All hold appropriate early years qualifications and one is currently working towards Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

In the main, procedures and practices contribute to the safety and welfare of the children, however, there is a breach in the wording of the safeguarding document. The setting is fully inclusive and children are valued and recognised as individuals. Children are making excellent progress in their learning and development and in developing skills for the future, due to the well-planned learning environment and skilled interventions of staff. There are successful partnerships with parents, local schools and other professional. Some systems are in place to help the parents understand the Early Years Foundation Stage. The setting is committed to continuous improvement through staff training and development. Self-evaluation systems are good, enabling continually enhanced outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review the wording of the safeguarding procedure to ensure the welfare requirements are fully met. This is with regard to informing Ofsted of an allegation of any

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serious harm or abuse being made against any person working or looking after children on the premises (Documentation).

To further improve the early years provision the registered person should:

- improve ways to inform parents of the Early Years Foundation Stage, this is with regards to use of photographic displays.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are good. Staff demonstrate a clear understanding of their role and responsibility to protect children from abuse and neglect. However, there is a breach in the wording of the safeguarding policy which does not include reference to informing Ofsted of an allegation of abuse by a member of staff. Risk assessments are in place and effectively ensure that all areas the children access are safe and suitable. Clear procedures are in place for when children arrive and leave the premises to ensure they cannot leave without an appropriate adult. All staff hold valid first aid certificates ensuring that if a child has an accident they receive appropriate care and attention. The children are further protected because the setting keeps good records, including accident and attendance records. This actively promotes children's good health and well-being. A wide range of policies and procedures are in place, known by staff and shared with the parents to reflect the ethos of care provided.

All staff hold appropriate qualifications and work well as a team. They cultivate an environment of equality and respect where children receive attentive care and have their individual learning needs met. Indoor and outdoor spaces are effectively organised, creating a welcoming, stimulating and child-friendly environment. This includes a suitable range of activities to promote a positive view of the wider world and to increase children's awareness of diversity.

Parents comment positively on the care and learning provided. The setting obtains clear information about each child's background and welfare needs, which helps to promote continuous and consistent care. Parents and staff regularly communicate about what the children have done, both at home and in the setting. Parents are kept well-informed about their children's on-going progress in the Early Years Foundation Stage through evening meetings and learning journeys. Regular newsletters and the provisions website keep parents informed along with displays that notify them of forthcoming events and useful advice. Although, displays are not always used effectively to give them information about the Early Years Foundation Stage and show what the children have been learning. Parents are encouraged to come into the setting and work with the children. Links to local schools have ensured smooth transitions and also widened opportunities for the children, such as, enabling facilities for forest schooling and sports days.

Staff work well with the local authority and other professionals to ensure that they

are well-informed about any specific needs of the children in their care and can put into place appropriate programmes of support. The setting effectively supports children who speak English as an additional language. The staff are committed to raising outcomes for children and are dedicated to improvement and professional development. They regularly attend training and workshops to update their skills and knowledge and are able to identify the settings strengths, areas for improvement and overall quality of the service provided. Parent's views are sought as part of the self-evaluation process through suggestion books and regular questionnaires.

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

Children have formed positive relationships with staff and are happy and confident. The promotion of children's enjoying and achieving is excellent. Children have the benefit of a highly-organised and consistent planning system that ensures the six areas of learning are thoroughly explored and included. Children's development is consistently well-monitored through the use of an excellent assessment system. Detailed and well-prepared observation records are kept for each child, which provide clear evidence of their early years progress and identifies and promotes children's next steps in learning. A significantly strong aspect of the provision is the highly consistent nature of staff skills with teaching and extending children's learning. Staff show considerable confidence during their work and interact with children in a highly productive way. For example, they ask challenging questions and have an excellent awareness of the need to encourage child-led activities, as well as providing support for planned learning. The grouping of children ensures appropriate levels of challenge for all children. For example, some children are given opportunities to share lengthy stories with few illustrations, whilst others enjoy picture stories with props to ensure that they engage with the book.

The successful organisation of planning and teaching within the nursery ensures the excellent support of children's future skills. To promote language and literacy, children have many opportunities to enjoy books and explore writing and letter forming. Children also have frequent one-to-one book reading and staff take particular care to explore the sounds of letters with children. Problem solving and numeracy features significantly in the setting. Children sort and count a variety of resources and use information technology to problem solve. Children's creative development is fully promoted. They show a strong ability to be inventive with art and craft materials. Children's knowledge of the world is enhanced by visits from the dentist and the local voluntary ambulance service. Children are beginning to learn about diversity as they celebrate Rosh Hashana and make lamps for Diwali.

Children are developing a good awareness of what constitutes healthy lifestyles. They adopt good hygiene routines, for example, washing their hands before eating and after using the toilet. They learn about healthy eating because they are offered nutritious snacks, such as fruit, cereals and raisins. Staff are aware of special dietary requirements and comply with them. They are able to access drinking water at any time and pour their own drinks at snack time. Children use

the outside play area for a part of the session. This means they have regular access to fresh air. Opportunities to develop their physical skills are supported as they manoeuvre wheeled toys and use body movements to operate on the rocker with their friend. They thoroughly enjoy dancing to music and become aware of the effect that exercise has on their bodies.

A feature of the setting is the care that is taken to help children make a positive contribution. For example, staff model positive interactions and the consistency in their approach enhances behaviour in the setting. Children enjoy being daily helpers which encourages their confidence. They become aware of the needs of others through involvement in national charity events. The consistent nature of children's ability to cooperate with each other demonstrates the setting's excellent support for personal and social development. This is further enhanced by participating in the forest school 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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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