

# Children First @ Toton

Inspection report for early years provision

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**Unique reference number**

258613

**Inspection date**

08/11/2011

**Inspector**

Sue Riley

**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*.

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 @ Toton, opened in 2001 and is part of the Children 1st nursery childcare group. The nursery is housed in two separate adjacent buildings on the same site in Toton and is close to local schools. It has easy links to the A52, M1, Attenborough and Long Eaton railway stations. It is also on a direct bus route into the city of Nottingham. Babies are accommodated in the bungalow whilst older children, including, those who attend the out of school club, are in the main nursery building. There are three secure outdoor areas, which include, decking undercover areas, grassed and soft safety surfaces. The nursery is open each weekday from 7.30am to 6.30pm, closing only for public holidays and one week at Christmas. The nursery serves families in the immediate and wider community.

A maximum of 120 children from birth to under eight years may attend the setting at any one time. There are currently 174 children attending, of whom, 149 are within the early years age range. The provision also offers care to children aged over five years to 12 years. This provision is registered by Ofsted on the compulsory and voluntary childcare register. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years.

There are 29 staff employed to work directly with the children. Of these, one is a qualified teacher and 21 have appropriate early years qualifications. There are seven trainees who are working towards a qualification. There is also a cook, housekeeper and administrator. The nursery is a member of the National Day Nurseries Association. The nursery have recently been re-awarded the 'Investors in People' award and is an approved CACHE accredited early years training centre. The Company has been awarded 'Nottingham Business of the Year 2011'. They are also winners of 'People Excellence and Development 2011'.

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

Overall the quality of the provision is outstanding.

Children settle very well in the nursery and receive excellent levels of care because the experienced well-qualified staff work very closely with individual children and their families. Excellent systems are in place to ensure that all children's individual needs are routinely met. Staff have a very good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they understand the welfare requirements. Exceptional partnerships between parents and other agencies ensure individual children's needs are met and their protection assured. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates an excellent capacity to make continuous improvement and sustain its existing very high standards. Detailed policies and procedures securely underpin the excellent practice within 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:

- ensuring a consistent approach by all staff in using observations towards planning for children's next steps in learning.

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

Children are very well protected because staff have an excellent understanding of safeguarding procedures and know how and when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. The nursery have very robust recruitment procedures in place. Meticulous risk assessments are carried out to provide a very safe environment for children to play and learn in. The staff team have very high expectations and set high standards which are embedded across all areas of practice. The whole staff team are involved in the self-evaluation process. They have completed action plans which are very clear and achievable. The staff update policies and procedures appropriately. The nursery routinely makes use of a wide range of monitoring systems relating to the provision and outcomes for children. Children's well-being is significantly enhanced due to the outstanding organisation of this setting. Morale is very high and all staff take responsibility for what they do within the nursery. The leadership is exceptional in inspiring the staff team to work towards meeting and sustaining ambitious targets. The nursery has satisfactorily addressed the recommendations raised at the last inspection.

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Staff place great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have an excellent knowledge of each child's background and needs. Children are allowed to settle in at their own pace. Parents are actively involved in supporting their child's learning and development at home. The nursery has parent meetings in which all parents are invited to spend time with their child's key worker to discuss their child's development and progress. The nursery listens to parent's wishes and take action upon comments made. The nursery has developed a Parent Partnership Group in which parents are involved in the decision making of matters that concern the nursery provision. The nursery has developed a very effective partnership with the local school and with other early years settings in which some children attend. The excellent relationship with the local school ensures that children receive consistent care and a smooth transition on to their next stage of learning.

All staff are focused on helping all children to make exceptional progress in their

learning and development and in promoting their welfare. The staff team work exceptionally well with the parents and fully involve them in all that they do. Resources are very good, fit for purpose and support children in their development. The environment is conducive to children's learning and is managed very well, children clearly benefit and thrive as a result of this provision. Staff make the most of diversity to help children understand the society they live in. The nursery has recently undertaken an intensive refurbishment which has made a vast difference to the provision. They are currently developing further the already inspiring outdoor areas to maximise these to their full potential for children's learning.

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

Children make very good progress towards the early learning goals. Staff provide a comprehensive range of activities that take into account children's individual learning needs. They provide a well-balanced day that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. However, the staff are extremely confident in their teaching skills and let the children lead and redirect the activities. Staff plan what equipment and resources to have out and take account of each child's interests and learning needs. Staff observe children during their play and use this information to monitor progress and plan for future learning. However, some staff are not as confident with this as others. The assessment of children's progress is monitored very closely and clearly demonstrates that children are developing very well. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with a real passion. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all. Children are very eager to play and join in with the activities, they get excited at what they are doing. Their levels of concentration are excellent as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. All play areas are very well organised enabling children to choose freely between indoor and outdoor play.

Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future success. All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. To help with turn taking for the some children, sand timers are used to help them understand about waiting for their turn, this is especially effective around the use of the computer. Children in the pre-school room are aware of the tidy up routine and respond very well at tidy up time. They have lovely warm relationships with the staff and have lots of fun with them. Children willingly approach the staff as and when needed, demonstrating that they feel safe. Babies put their arms out to be picked up and snuggle into their key person. The emotional wellbeing of children is excellent, children know who their key person is but they still approach other staff with confidence. Children are thriving due to their physical and emotional needs being met by the staff. They gain a real sense of belonging to the nursery, as names and photographs are used through out the nursery in many different ways.

Older children play lovely together and have definite friendship groups in place. For example, three children play cooperatively with the large blocks as they design and build their own wonderful creation. They help and support each other whilst playing and are very caring towards each other. Children learn about keeping themselves safe through the discussions and activities provided. They are provided with clear safety guidelines and boundaries. Children follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the session. They learn table manners and social skills as they sit together for all meals in small social groups. Lunch time monitors help with the setting of the tables, this helps with their problem solving skills as well as promoting their independence. Children learn about healthy eating whilst sitting and eating their meals through appropriate questioning by staff. They talk about what they are eating, with the help of the visual aid of 'today's meal', this promotes lots of discussion. Children's independence is promoted extremely well. For example, the older children confidently pour their own drinks at snack and meal times or whenever they are thirsty.

Pre-school children are learning to speak French, they confidently count and sing songs in French. Children enjoy sitting and looking at books and one small group of friends sit and read stories to each other. Babies make sounds and the staff respond back with clear eye contact, sounds and words so they are learning how to communicate. Within role play, children make shopping lists and the staff ask questions to make the children think and take their play further. Most children are very confident to make marks and the nursery promotes mark making in all areas, both in and outdoors. Children confidently count within their play and talk about the different shapes that they see. With the hammer and nails activity children make pictures using the shapes and talk about their picture of a boat and the sun. Babies quickly learn about shape as they play with the different shape sorters. Children use and develop their small muscles and hand-eye control in all that they do. They have excellent opportunities to practice their physical skills both in and outdoors. They climb with growing confidence and manoeuvre the wheeled toys. Children rest and sleep according to their own individual needs and routines. Parents have the choice of sleep their babies have, either outside in the lovely large prams in the fresh air or in suitable cots inside.

Children access a wide range of resources to help them positively explore and value differences and similarities in the wider world. This helps them through play to value and respect one another. Children are very confident with the use of information and communication technology. They work through programmes on the computer and place their compact disc into the player and use the earphones to listen to their chosen story. Children enjoy singing songs and rhymes, they get excited as they move their bodies as they follow the actions. The younger children like toys that make a noise and they eagerly pick them up and shake them and then re shake to make the same sound. Older children are very eager to learn sewing and knitting skills. They make hand puppets and take pride in their finished puppets.

## 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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	2
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