

The Firs Day Nursery

Inspection report for early years provision

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Inspector	Lynne Milligan

Setting address	45 Rosliston Road, Stapenhill, Burton-on-Trent, Staffordshire, DE15 9RQ
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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

The Firs Day Nursery opened in 1989 and is privately owned. It operates from a converted house near to Burton town centre. Local amenities, such as, schools, library, shops and parks are nearby. The nursery also operates an out of school and holiday club. The nursery opens five days a week for most of the year, closing on Bank Holidays. Sessions are from 7.30am until 6.20pm.

The nursery is registered on the Early Years Register. A maximum of 76 children may attend at any one time. There are currently 139 children aged between 3 months and five years on roll. Children attend for a variety of sessions.

The nursery employs 21 members of staff, most of whom hold early years qualifications at level 3 or above. The manager has a foundation degree and two members of staff have early years professional status. The nursery also employs a full-time qualified cook, two cleaners and three bank staff who provide cover where necessary.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children at the nursery enjoy a fun and educational environment which is completely tailored to not only their individual needs but also those of their parents. The amount of hard work and dedication shown by all staff ensures their partnerships with parents, carers and other professionals are outstanding. Furthermore, this complements their high delivery of the learning and development requirements, which are also outstanding. Children's welfare and safety are promoted generally well. Everyone is treated with equal respect and concern which effectively supports their ability to fully embed inclusive practices.

What steps need to be taken to improve provision further?

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

- ensure all staff have an up-to-date understanding of the safeguarding procedures, with particular regard to new employees
- consider revising existing practice in relation to the recording of existing injuries to ensure staff collect specific information that indicates exactly how the injury was sustained.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures within the nursery are well understood by most staff. Key roles and responsibilities are identified but not always fully understood by some new members of staff who are unsure of who the safeguarding officers are and

what they would do should a concern be passed onto them. The management assure staff's ongoing suitability by implementing effective safeguarding procedures, which also apply to bank staff who are used from time to time. All sign an agreement to confirm their ongoing suitability and as they follow strict guidelines on the use of mobile phones and social networking sites. Extended practice such as this demonstrates staff's understanding of the wider issues in protecting children from abuse. Areas within the nursery are closely examined for any hazards. Outside areas are thoroughly checked before their use, with equipment regularly cleaned to provide children with an enjoyable and safe period of play. While on outings, children are helped to become aware of hazards and what could potentially harm them. This type of practice builds on children's confidence in knowing their own limits and their role in taking responsibility for themselves. Details regarding accidents are carefully recorded but the same does not always apply to those children who arrive with existing injuries. At times, information is too general and in the event of a child protection issue would not support the nature of the injury. Medication is carefully monitored and generally only given if it is prescribed. On occasion, non-prescribed medication is given but this is managed in such a way that it fully supports their sick child procedures. This also maintains children's health.

Staff tirelessly work with parents and carers to provide an outstanding range of information, advice and guidance which is fully appreciated by those that receive it. A parents committee strengthens this approach and allows open and honest lines of communication facilitated by those who also use the nursery. Carefully structured questionnaires, regular newsletters, detailed welcome packs, meaningful community events, and comment and suggestion boxes all offer an insight into parents' thoughts and any ideas for further development. Staff are extremely reflective and open to new ways of working, which allows them to fully embrace and value the links they have with both parents and other professionals. Parents express their delight with the nursery and actively seek out the inspector to air their views which are all positive and based on meaningful relationships built over a period of time. Knowing that they are being listened to is clearly a strength, with suggestions noted and then updated as and when they happen. This reinforces the value they place on parents' comments and further builds on the effectiveness of these relationships.

Self-evaluation is an ongoing course of action which the nursery fully adopts and embraces. All staff sign up to the process, each having their say and suggesting ways of improving for the sole benefit of the children. Staff meetings, room reviews, peer observations, appraisals and weekend training all offer an insight into the ways in which practice can develop further. Action plans set clear guidelines on how and when improvements will take place, with all staff taking responsibility for helping to make it work. Recent changes include the new development folders which are now more parent friendly and individual welcome packs for each room, offering a distinct overview of areas such as staff, the EYFS and what children learn from their play. This contributes well to the overall assessment of the nursery and assures its sustainability.

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

Effective practice enables children to lead healthy lifestyles, stay safe and make a positive contribution to society. Children are clearly valued and respected, their voices are heard and staff carefully and consistently adapt practice to ensure all their needs are met. Everyone is seen as unique and special and this is conveyed through good practice and everyday routines. Children are consistently given compliments which clearly foster their self-esteem and confidence. Staff take time to help new children settle, understanding their needs and finding ways of making them more comfortable. Manners are used well as staff mirror good practice. Children are becoming independent as they access their own drinks, serve their own food and make choices in their play. The environment fully supports this, which allows children to become absorbed in their play, maintaining the child-led approach. Children learn about rules and boundaries as they practise good hand washing routines before eating or as they listen to key words at tidy-up time, helping each other in preparation for outside play. This is further extended as they are confident in their own ability, knowing that running could hurt someone and waiting until they are either in a larger room or outside. Babies in particular are aware of their surroundings as they move around with ease, checking that their key person is nearby or watching for visual cues supported by sign language.

Children throughout the nursery are fully supported by an extremely well-qualified and confident team. Each member of staff understands their roles and responsibilities with their key children and therefore the system works extremely well. Flexibility and an ability to share practice allow all children to receive an inviting and enjoyable range of activities which cover all areas of learning. Training in forest schools and letters and sounds has further underpinned outstanding practice, which stretches children's ability. Natural resources are abundant throughout the nursery. Children make great use of this through recycling as they make spider models or as they use scrap paper when writing for different purposes. Staff's line of thought is to follow children's play, observing how they play and how this impacts on their learning. Detailed information about each child's entry level is used to inform the planning, which is then supported by excellent observations that target areas of learning for the future. Staff use this information to provide a wide range of interesting and challenging set of activities that thoroughly engage all children throughout the nursery.

Children in all of the rooms are encouraged to explore and appreciate books as they sit comfortably with their friends on soft cushions, showing each other what their picture is or asking to re-read the story on their own. Children explore life cycles and build an awareness of charitable organisations. They plant and grow bulbs, learning that plants need food and water. This is extended to growing fruit and vegetables throughout the year as they cook a range of meals or as they create different patterns using potatoes and carrots. Outings into the community strengthen children's awareness of the wider world. Overall, children's experiences are fulfilling and captivating, which ensures they are becoming confident learners and self-assured individuals, ready to move onto the next stage in their education.

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	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	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	2

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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