

# First Class Day Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY363539
<b>Inspection date</b>	28/10/2011
<b>Inspector</b>	Lynn Hughes
<b>Setting address</b>	First Class Day Nursery, 81-85 High Road, BENFLEET, Essex, SS7 5LN
<b>Telephone number</b>	01268566800
<b>Email</b>	
<b>Type of setting</b>	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**

First Class Day Nursery Limited was originally registered in 1989 and re-registered in 2006. It is privately owned and run and operates from a purpose built building in Benfleet, Essex. A fully enclosed garden provides an appropriate area for outdoor activities. The nursery is open from 7am to 7pm, five days per week, for 51 weeks of the year.

A maximum of 100 children under eight years of age may attend the nursery at any one time, of whom all may be in the early years age range. There are currently 125 children on roll. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

The nursery employs 35 members of staff, of whom, one has Qualified Teaching Status, 23 hold a level 3 qualification and above, six hold a level 2 and six are currently working towards a level 2. The two owners of the setting hold Early Years Professional Status.

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

Overall the quality of the provision is outstanding.

The setting delivers every aspect of the Early Years Foundation Stage to an exemplary standard. Staff are extremely aware of the individual children's needs, this information is effectively used to plan an exciting personal learning plan. The staff team work extremely well together and partnerships in the wider community are excellent. Rigorous systems for reviewing and evaluating the provision ensure that it continuously improves and strives for excellent quality. Planning for the outdoor provision is in place; however, the presentation of this provision is currently being reviewed.

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

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

- reviewing the organisation of toys and activities provided in the outdoor area to ensure that children benefit from effective outdoor provision.

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

Robust and effective safeguarding procedures ensure that children are protected from harm. Staffs' knowledge of the procedures to follow if they have concerns is superb. The extremely clear management structure ensures that staff are well-supported and that they are knowledgeable about the designated persons within

the setting and the setting's safeguarding procedures. All adults working on the premises are effectively vetted and proof of their clearance is held on site. All visitors to the premises enter through an intercom system which allows the management team the opportunity to see who is on the other side of the door before opening it. Rigorous systems for risk assessing the provision and any outings the children are taken on ensure that they remain safe and secure at all times.

Extremely effective leadership ensures that ambition is superbly embedded within the staff team and that systems for driving improvement are tight and concise. The staff team, whilst very large, remains close and supportive of each other. Regular opportunities to meet and to discuss the day-to-day operations within the setting ensure that all staff feel valued and have an opportunity to air their views on the provision. Parents play a very active role in the setting's self-evaluation process through the completion of regular questionnaires and general feedback.

Extremely effective procedures ensure that equality and diversity are threaded through every aspect of the nursery day. For example, staff demonstrate superb knowledge of the children in their care and their family. They work effectively with parents and with any other professionals involved in children's lives to ensure that their early years experiences set firm foundations for their future. Posters, resources and books that reflect people in a wide range of differing situations are presented throughout the setting. The management are committed to taking part in pilot schemes which they feel may benefit children. For example, they attend training on the Inclusion Development Plan being implemented by the Local Authority and have recently taken part in a pilot to extend the Every Child A Talker scheme to much younger children. The whole nursery is extremely child-friendly with resources and equipment presented at children's height throughout. Children are encouraged to become strong, independent young people through the excellent delivery of an effective, enabling environment. An extremely good adult to child ratio ensures that children are superbly supported during their nursery day. Staff have excellent opportunities to extend their childcare knowledge through well-supported and encouraged training.

Parents spoken to at the time of the inspection could not rate the provision high enough. They talk extremely confidently about the staff and how well their children are developing through effective planning and through the nurturing environment. They feel included in their children's learning and like the fact that the owners have an open door policy to their office. The setting has extremely good links with other professionals and works closely with representatives of the local authority. Children who also attend other early years settings are provided with continuity as the nursery extends effective invitations for the provisions to work together and to share relevant information.

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

Children's welfare, learning and development needs are expertly met through the setting's clear and effective systems and through the staff's expert delivery of the

Early Years Foundation Stage. Children thoroughly enjoy their nursery day. They are excited to learn as staff plan a stimulating and fun range of activities, both indoors and outdoors. For example, they act out going on a bear hunt, linked to the familiar story, around the garden, expertly guided by staff who take them through the imaginary puddles, under the long grass and through the woods. Their final destination is a camouflaged tent which has become the bear's cave. They tentatively peek inside to find a growling bear, which is actually a cleverly disguised member of staff, who chases them excitedly around the garden for daring to enter her cave. Children are creative and thoroughly enjoy experiencing a wide range of materials in their play. Their creative work is valued as staff present it effectively on wall displays and around the provision. A recent trip to a farm provides children with the opportunity to talk confidently about what they saw and experienced, for example, they have first-hand knowledge of milking a cow. Children also benefit from spontaneous trips and walks in the local area on a daily basis. A selection of rucksacks containing different resources are taken on the walks with the children to provide greater opportunities for staff to bring the indoor classroom outdoors. Systems for following children's progress and achievements are excellent as staff observe and record children at play. Their observations are expertly used to plan an exciting range of individual learning opportunities which help children to progress and develop. Parents are effectively informed about their children's learning and future goals as staff present each child's next steps on colourful wall displays to show what they are focussing on for that half term. Whilst the outdoor area provides excellent opportunities for staff to bring learning outdoors, the organisation and presentation of this is not fully developed to promote maximum learning opportunities for children.

Children behave in ways that demonstrate that they feel extremely safe and secure within the provision. For example, they move very confidently around the areas available to them. They develop excellent relationships with staff and approach them for assistance or comfort confidently. The setting actively promotes children's understanding of safety through discussions and planned activities. They have very good opportunities to experience real roads, therefore, must learn from a very early age about the importance of road safety. Children remain extremely healthy within the provision as they have extensive opportunities to experience fresh air and exercise. They enjoy healthy meals and snacks created on site by a proficient and well-organised chef. Children develop superb independence skills at meal times as they are encouraged to serve food for themselves and to make decisions about how much food they want on their plates. Staff sit with the children and enjoy the nursery food if they choose to. This creates a calm, enjoyable time, whereby children enter into lively discussions about foods which are good for them and those which are not so good.

The extensive range of planned and freely chosen activities available to children enables them to develop secure skills for the future. Many of the older children write recognisable letters and some form their own names on creative work. They are provided with excellent, freely chosen opportunities to work with staff on an individual basis. This allows them to develop hand writing skills and to progress their knowledge of numbers and numeracy. Children's understanding of technology is superbly extended both indoors and outdoors. For example, following the trip to the farm, older children devise a photograph album of their day. Technology allows

them to record their voices within the photograph album so that when the appropriate page number is pressed a child's voice reads what has been written on that page. These books are used to promote and encourage healthy eating and other key subjects. Children are extremely confident and enjoy their nursery experiences. They behave well and understand the setting's simple rules.

## 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	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