

Children 1st @ Chesterfield Royal

Inspection report for early years provision

Unique reference number 206321
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Inspector Karen Byfleet

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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 First at Breedon House was registered in June 2000. It operates from a Georgian house set in its own garden within the grounds of Chesterfield and North Derbyshire Royal Hospital. The private day nursery serves children and families in Chesterfield and the surrounding areas and staff who work within the hospital. A maximum of 60 children may attend the nursery at any one time. The nursery opens five days a week all year round and sessions are from 7am until 6.30pm. Children attend for a variety of sessions and share access to a secure enclosed outdoor play area.

There are currently 83 children aged under five years on roll. Of these, 36 receive funding for early education. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are 18 members of staff who care for the children, 15 of whom hold appropriate early years qualifications and three are on modern apprenticeships. The nursery receives support from the local authority. Staff receive training and support as the nursery is a Council for Awards in Care, Health and Education (CACHE) accredited training centre. The nursery has also received a training and staff development award from Derbyshire Chamber of Commerce. The nursery is a member of the National Day Nurseries Association and has achieved accreditation awards for Quality Counts. The nursery has also achieved the Investors in People award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The environment is bright, airy and very welcoming to both children and adults. Children are extremely happy and settled and their learning and development is monitored through the highly effective procedures that are in place. Children are very well safeguarded through the rigorous procedures which are fully in place. Partnerships with parents and other professionals are well established, ensuring children's welfare needs are consistently met. All staff, parents and children contribute to the nursery's evaluation system, ensuring areas for further development are clearly identified and monitored. As a result, continuous improvement is effectively maintained.

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 staffing arrangements, with specific regard to the baby area.

The effectiveness of leadership and management of the early years provision

Staff have excellent knowledge and understanding of the nursery's detailed and comprehensive policies and procedures, which ensure children are well safeguarded. All staff update their safeguarding training through the in-house training programme on an annual basis and they are very clear about their roles and responsibilities in this area. Detailed risk assessments are in place and reviewed on a regular basis to ensure they remain valid and consistent. A detailed emergency evacuation plan is in place and regularly practised to ensure children know the procedures to follow. The nursery is secure; a door bell alerts staff of any visitors and the outdoor play area is safely enclosed.

A detailed evaluation system of the nursery has been implemented. All staff, parents and children contribute to this to ensure continuous development of the nursery. A parents' steering group enables them to discuss their ideas and these are then taken forward to management. A children's 'nursery council' has been implemented to provide children with the opportunity to make suggestions for what they would like to see and change within the nursery. For example, children asked for more visitors to the nursery so staff arranged visits from the local emergency services. Their most recent request is for mummies and daddies to join them at nursery to play. Staff are currently looking at how this can be implemented, demonstrating that children's views are respected and valued.

Staff recruitment is rigorous and effective. All new staff undertake a three month induction programme which includes assessments that reinforce their understanding of the nursery's policies and procedures. All staff are checked to ensure their suitability for working with children and these are regularly renewed. Staff are extremely clear about their roles and responsibilities and they work exceptionally well together as a team. Consequently, children's individual needs are consistently met. While adult to child ratios are maintained throughout the nursery at all times, the deployment of staff within the baby area is slightly less effective than in other parts of the nursery. However, the impact of this on children's care and learning is minimal.

Relationships with parents are highly effective. Staff share information about children on a daily basis and individual development records for each child include observations made by parents of children's learning at home. Individual daily care plans are implemented for children with additional needs and these are shared with other professionals involved in the welfare of children, such as the physiotherapists and occupational therapists. Highly effective transition arrangements for children moving between rooms and for moving onto mainstream education are in place and promote continuity for children extremely well. Staff fully promote inclusive practice. For example, visual aids are implemented throughout the nursery and this effectively supports children who speak English as an additional language. A philosophy of open and inclusive attitudes to all children, families, staff and visitors ensure spiritual and moral development is fostered.

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

Children throughout the nursery are making excellent progress in their learning and development and they are extremely happy and settled. Staff have excellent knowledge and understanding of the Early Years Foundation Stage. They plan and implement effective activities that are planned around children's interests and their individual needs. Sensitive, focused and spontaneous observations of children's learning are undertaken regularly by all staff. These are used to plan further activities, using the next steps in their learning to ensure children are challenged appropriately. There is an excellent balance of adult-led and child-initiated activities. Children thoroughly enjoy looking at the 'All About Me' books which have been put together by staff and consist of photographs supplied by parents of the children's families and pets.

All areas of learning are covered with an extensive range of age-appropriate toys, games and resources which are easily available for children to independently access. Babies have access to a wide range of sensory toys, such as musical toys, different materials for touch and treasure baskets for exploratory play. They also have many opportunities to explore and experiment with malleable and messy play. Toddlers and older children have easy access to a full range of mark-making activities, such as painting, crayons and writing for purpose in role play activities. They use a variety of tools such as woodwork tools and are well supervised by staff when using these. Regular access to other activities including water, sand, and other malleable materials enables children's mark making skills to further develop. Children independently access the computer and a very good range of information technology resources enable them to explore and investigate.

Young toddlers and babies have access to free-flow outdoor play, which is provided in a separately enclosed area. The older children have regular access to the large and safely enclosed garden area for outdoor play and access a full range of equipment for climbing and balancing. They enjoy planting, nurturing and harvesting a variety of fruits and vegetables, which is overseen by the nursery cook and develops their understanding of sustainability. They have participated in planting apple trees in the garden. The nursery has recently accessed a range of tools which enable the children to fully participate in gardening tasks. The garden area is rich in opportunities for children to explore and investigate aspects of nature. They have visual prompts displayed on the trees which remind them of the different sounds they can listen for such as traffic, birds and the wind. The children particularly enjoy the designated area that is provided for them in the garden. At other times, they access a wide variety of wheeled vehicles, which further enhances their physical development.

Children have an excellent awareness of their own personal hygiene and how to keep themselves safe. They independently access the toilet and wash their hands with no prompting from staff. A highly effective system has been implemented for reinforcing children's understanding of healthy eating. When they are leaving the nursery they are able to take a healthy snack with them. This is usually a bag of

raisins or a piece of fruit. This has been implemented as a way of discouraging parents from bringing sweets and crisps when they collect their children. The children eagerly look for the snack on their way out.

Children have a strong sense of belonging within the nursery and behave extremely well. As well as playing a confident role in the 'children's council', they proudly display their own artwork in the designated gallery. Children's knowledge and understanding of the wider world is developing extremely well. They have access to a wide range of books and resources, which promote positive images and inform them of different cultures, celebrations and race from around the world. Aids, such as pictorial reminders and catalogues of toys within the nursery, help younger children and those children who speak English as an additional language to communicate more effectively. The children and their parents have also taken part in local carnivals, which has helped to further increase children's knowledge and understanding of the local community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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