

Children 1st @ Derby Road

Inspection report for early years provision

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Inspector

Sally Smith

Setting address

146-148 Derby Road, Long Eaton, Nottingham,
Nottinghamshire, NG10 4AX

Telephone number

0115 973 3613

Email

children1st@breedonhouse.co.uk

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 @ Derby Road is one of 15 children's centres run by the same provider. It opened in 2003 and operates from a large detached property in Long Eaton, Nottinghamshire. The ground floor accommodates children from birth to five years. Children of three and four years of age also have access to the first floor. The first floor is also available for children attending the out of school club. There is a fully enclosed outdoor area available for outdoor play.

The nursery is open each weekday from 7.30am to 6.30pm all year round. A maximum of 120 children may attend the nursery at any one time. There are currently 140 children aged from birth to under 14 years on roll, some of whom receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 26 staff; of these, 22 hold appropriate early years qualifications and four are working towards a qualification. One has a foundation degree, one has a Certificate in Education and the manager has a level 4 qualification. The nursery has achieved the Quality Counts award, is a recognised Investor In People and has been awarded Nottingham Business of the Year 2011 and Derbyshire Excellence in People Development. It is also a cache accredited training centre for National Vocational Qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a very warm, welcoming and exceptionally stimulating environment where children make excellent progress in their learning and development. Children are very safe and secure at the nursery; they settle well and enthusiastically engage in the many learning opportunities offered to them. The partnership with parents and other agencies is a key strength and is significant in ensuring that all children are nurtured and fully supported, enabling them to develop to their full potential. The management team successfully share their vision for continual improvement passionately and effectively.

What steps need to be taken to improve provision further?

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

- develop further opportunities for recognising and valuing the strengths, skills and knowledge of all staff in the setting.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding, using the robust policies and procedures in place that are clearly understood by all staff and parents. Staff receive comprehensive and up-to-date training regarding safeguarding and know what action to take in the event of any child protection concerns. Rigorous vetting procedures ensure that all staff working with the children are suitable to do so, and effective steps are taken to ensure that their ongoing suitability is assessed. Written risk assessments and daily checks ensure hazards are identified and minimised to keep children safe in their environment. In addition, fire drills are regularly practised to ensure that children and staff can exit the setting quickly and safely.

The partnership with parents and carers is a strength of the provision and a clear set of family values underpins the nursery's caring and supportive environment. Parents are kept fully informed of what is happening on a day-to-day basis; notice boards, stay and play sessions and regular newsletters are just some of the ways in which information is relayed. In addition, parents' views are sought and their views analysed so that regular improvements are made. Feedback from parents is a testament to the excellence of the nursery's work and they are enthusiastic advocates for the service. They speak with confidence and pleasure about their child's achievements and how staff take time to discuss each child's character and so meet individual needs, particularly when parents have been anxious about their children settling. Excellent systems are in place to share information with other early years settings and with a wide range of outside agencies. This means that all children receive the necessary support to promote their learning and development, ensuring an inclusive service. There are currently no children attending who have special educational needs and/or disabilities. However, staff understand the importance of working with other professionals to provide appropriate support for such children when the need arises.

The management team's passion and commitment underpin the development and continuous growth of the nursery. There is a clear sense of purpose about what they want to achieve and how this will benefit children. The identification of the many areas they seek to improve evidences their reflective practice and continuous challenging yet achievable targets. Staff have worked hard to address the issues identified at the previous inspection. Their good level of commitment, determination and ambition, together with a huge sense of team spirit, has created a climate for improvement. Communication is very good and everyone works towards providing an outstanding service for the users. Training is fundamental to the continuing improvement of the setting, enabling staff to enhance their knowledge and skills to improve outcomes for all children. However, the manager does not consistently delegate tasks. Therefore, at times, responsibilities rest on too few shoulders despite staff demonstrating a high level of competence.

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

Children are inquisitive and independent learners as staff promote all children's competences through daily routines and play experiences. Staff work closely with parents to build good relationships so that they feel reassured when leaving their children. Babies settle well with their key persons and good systems are in place to find out about their individual needs and routines. They have excellent opportunities to explore the extensive play and learning environment with confidence and freely access well-laid-out resources, promoting their independence and physical skills. An area with various patterns and textures is prioritised to stimulate their sense of sight, and their fine manipulative skills are honed as there are extensive opportunities for mark making, for example, chunky crayons and paints.

A very clear and manageable cycle of planning, observation and assessment is highly successful in enabling staff to plan activities that reflect children's current interests and build on what they already know and can do. Planning is devised carefully to provide many practical and challenging experiences, with particular emphasis on the outdoor environment. This helps to ensure engagement and enjoyment and equally sound participation by boys and girls. Children's views are regularly canvassed to ensure they have opportunities to influence their play environment and the activities undertaken on a daily and weekly basis. For example, while children have a wonderful sensory garden which they help to look after, they decide they want an area where they can just dig. This is now included in the outdoor area. Staff create additional interest by adding textures, such as bark and sand. Excellent use of questioning encourages children to explore shape and measure and describe what they are doing. For example, they consider whether they are digging a small or a large hole.

Activities are particularly engaging in the pre-school; children have memorable learning experiences which they recall with pride and huge enjoyment. Children are enthralled as they listen to a story about pirates. Skilful and wonderful conversations between children and adults extend children's knowledge and understanding while also improving their speaking and listening skills. As the story unravels children predict and consider what will happen next.

A wide range of visits and visitors all serve to broaden children's experiences and enrich their learning effectively. Partnerships are used well to extend opportunities for children, for example, parents come in to provide cooking lessons, while the local crossing patrol person makes effective use of the outside play area to provide a practical guide to keeping safe. Staff draw on a wide range of methods to make learning fun and use practical equipment to make the learning real. For example, children learn how to use a screwdriver and hammer under the expert tuition of staff. The environment is rich in print and numerals are displayed in purposeful contexts, for example, how many children can play in a specific area.

Meals are freshly prepared to include a colourful range of fruit and vegetables to promote the healthy eating ethos within the nursery. Meal times are social

occasions where children and staff sit together. This provides an opportunity for staff to role model as they eat the food. Older children serve their own lunch, dictating how much or little they put on their plates. Fresh fruit and drinking water are freely available throughout the day. Staff use every opportunity during daily routines and play to develop children's communication and numeracy skills. This results in children being inquisitive, articulate, confident and well prepared for their future academic and social lives. Relationships and children's behaviour are exemplary, and consequently children are extremely well motivated and learn exceptionally well. The nursery's harmonious community promotes aspiration, celebrating success and achievement.

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