

Child First Bicester

32 Launton Road, Bicester, Oxfordshire, OX26 6PY

Inspection date

03/01/2013

Previous inspection date

31/01/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- All children make good progress in their learning and development from their starting points and enjoy attending the nursery.
- Children behave extremely well and staff show outstanding concern for their welfare and well-being.
- The manager drives improvement well. She and her staff evaluate the provision regularly to identify ways to improve the nursery further.
- The nursery is well resourced and has a particularly spacious and well-used outdoor play area.

It is not yet outstanding because

- Staff do not always use opportunities to model language for children or to question them about their understanding.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children present playing indoors and outdoors and when engaged in different activities
- The inspector talked to the provider, the manager and members of staff about policies and procedures, and about planning and the assessment of children's progress.
- The inspector looked sampled records of children's progress and development.
- The inspector spoke to some parents who were available on the day.
- The inspector talked to children while they were engaged in activities.

Inspector

Gill Walley

Full Report

Information about the setting

Child First, Bicester is one of five nurseries run by Child 1st Limited. It registered in 2006 and is situated on the outskirts of the town of Bicester. The nursery operates from four rooms on the ground floor of a two-storey building and all children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both

the compulsory and voluntary parts of the Childcare Register. There are currently 111 children in the early years age group on roll and 45 of these receive funding for early education. The setting provides support for children who learn English as an additional language. The intake of children is from a wide area and children attend for a variety of sessions. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. There are 20 permanent members of staff including a chef and administrator and 15 of these have appropriate qualifications at level 2 or above. The provision receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- ensure that all staff consistently use opportunities to model language for children and question them about their understanding.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children learn and develop through the wide range of exciting activities provided by staff inside and out. All children, including babies, make good progress. Toys and resources are appropriate for their age range and easy to reach so that children can choose what they want to play with. Children use the garden frequently, so they develop their physical skills extremely well. They learn a great deal about the world around them by growing vegetables, which they cook and taste. They also learn how to care for the ducks and giant snails. Children develop an interest in books because staff read them stories and talk to them about the plot and characters. Children develop their early writing skills well because there are writing areas in the classrooms and garden. While children play, adults talk to them to reinforce their learning, for example by talking to them about colours of paints they have chosen to use. This increases their vocabulary as well as their speaking and listening skills. Adults often encourage children to try new experiences. However, they sometimes miss opportunities to ask children more probing questions to identify what they understand and present them with further challenge. The children develop their understanding of number through counting games and rhymes and by talking about shapes and patterns. Adults look for ways to help them to practise counting, for example, when they are going upstairs. There are many opportunities to explore sounds when children play with musical instruments. Children explore textures through exciting activities such as playing with sand and shaving foam or using the "mud kitchen". They develop their imagination well when they are playing in the role-play kitchen or with soft animals,

and they use a wide range of dressing up outfits and hats. Children concentrate on the same activity for a considerable time and are willing to persevere, for example when completing a jigsaw or making planets from play dough. The children learn a variety of creative skills through painting, printing and collage. They have decorated their walls with scenes from books they have enjoyed recently. There are many resources, such as a telescope and magnifying glasses, that develop children's curiosity. There are also resources to help them understand concepts such as how water flows.

Children play extremely well together, sharing toys and taking turns. Their behaviour is exemplary, and the adults are very good role models. They have high expectations of the children and praise them constantly for their achievements so that they develop their confidence and self-esteem. Staff use positive language to help children of all ages understand how to make the right choices and rarely need to remind them how to behave. They are calm and patient with the children, and are very good role models. Older and younger children share some classrooms and mix when they are playing outdoors so that the older children can nurture the younger ones and siblings can play together if they wish to. The youngest children enjoy seeing what the older ones are doing and how they are behaving. Babies can also see what is going on in the toddlers' section of the classroom. They have easy access their own outdoor area and adults allow them to choose where they want to play so that they have a very wide range of stimulating experiences.

The manager and her staff have good procedures for seeking support and adapting the provision to meet individual needs. Consequently, children who have special educational needs make progress in line with others. They know each child extremely well as an individual through careful monitoring and observation and they understand how to respond to children's specific and complex needs. Staff also understand each child's particular interests so that they can provide learning experiences and toys which they will enjoy; often linked to their experiences at home. Staff understand specific assessments, such as the two-year progress check. Therefore, they identify any need for additional support for a child and act promptly to provide this. Staff record the progress children make in each area of their learning thoroughly and use this information to support their self-evaluation and to plan precisely the next steps each child needs. They track and compare children's progress in different areas of learning to ensure that all are progressing as well as possible in a wide range of skills. This enables the children to develop appropriate skills and attitudes for the next stage in their learning.

The contribution of the early years provision to the well-being of children

All children form very secure and trusting relationships with the adults. Staff care for them very well because of the emphasis they place on knowing them as individuals. Staff demonstrate genuine concern for children's happiness and wellbeing. The nursery has a very calm and nurturing atmosphere. The good routines, for example, at meal times and sleep times, enable children to know what to expect. Children have their own key workers but there is a very good system of back-up key workers so that there is always at least one adult present who knows any child especially well. This ensures that the children feel secure emotionally and parents find this extremely helpful.

The youngest children have a daily diary where staff write notes about the child's day, their achievements and the next steps for their future learning. They also tell parents important information about their child's eating and sleeping routines. These dairies are taken home each day so that parents are fully involved in their children's development. These also help parents to support their children's learning at home if they so wish to, by telling staff what their children have achieved at home. Parents value sharing their child's achievements and experiences. Staff often plan specific activities for children to reinforce a skill which they have learnt at home such as pulling themselves up to standing position. These close links with parents help staff follow the routines of the youngest children, so that they meet their physical needs well. The nursery has outstanding procedures for supervising children when they sleep and for responding to any food allergies children may have. Procedures for nappy changing and handling food are hygienic and avoid the risk of infection.

Children are extremely well supported when they first start attending so that they settle in well. They attend for short visits, building up until parents and staff feel they are ready to stay for complete sessions. The manager asks parents for detailed information about their children's routines and interests. This helps staff to plan activities they will enjoy. They observe the first signs of progress and build up a fuller picture of the children's next steps. These are incorporated into planning and assessed. When children are old enough to move into the next age group the nursery has an excellent system for supporting them so that they adjust well and settle into a new and more challenging environment. Key workers make visits to the new room with the children initially so each child settles in with a familiar adult to support them. Staff comment on how well this system helps children to adjust. When children leave the nursery and move on to primary school the nursery passes on information about children's progress and development. The manager has made links with many local primary schools so that the transition is as smooth as possible, for both the children and their parents.

Older children learn to manage their personal care well through good support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. They enjoy plenty of exercise in the outdoor area and understand that they must sun protection on sunny days and coats on cold days. Mealtimes are calm and very sociable occasions, and the adults eat their lunch with the children so that they are well supervised and feel that they are part of a family. Children enjoy very healthy food choices and learn good table manners. Adults support them well, for example by showing them how to use their cutlery. Babies develop their independence well by learning to feed themselves. Older children also learn to make choices and take responsibility. For example, children know that they need to wear aprons when they are painting and to wash their hands afterwards. Children move freely between the indoor and outdoor play areas, choosing toys that appeal to them, and staff follow their interests. For example, pre-school children had been talking about what they could see in the sky when it is dark. From this, adults planned a wide range of activities to develop children's knowledge about space, including painting pictures, making rockets and looking at non-fiction books about spacecraft. The children also made a 'space rocket' role-play area. They learn to use outdoor equipment safely and to take some responsibility for keeping themselves safe. Visits from police and fire fighters help them begin to understand and avoid danger. Staff encourage children to

try new and challenging experiences, for example by balancing on tyres.

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

The manager and her staff evaluate the provision regularly because they are ambitious and keen to make further improvements. Parents and staff comment on how much the nursery has improved since its last inspection and how happy they are with the changes. Through regular surveys and meetings, they feel involved and consulted. Staff are very well supported and are given good opportunities to extend their expertise through regular appraisal and many training opportunities. They also value working in partnership with the local authority and the other nurseries within the company. The nursery has met the recommendations of the last report, showing determination to drive improvement.

Management and staff have developed the educational programme to include opportunities for children to develop their skills in all areas of learning. They provide an exciting curriculum for children of all ages so that they are well motivated to learn in a stimulating environment. Staff plan activities, and provide resources such as toys and books which develop the children's early understanding of different cultures and celebrations. All staff, as well as parents, can access information about the nursery's policies and procedures easily.

All staff are clear about child protection, and understand how to keep all children safe in a range of situations. They know how to reduce the risk of accidents, for example when the children are playing outdoors or in close proximity to animals. There are very good procedures for times when children have accidents or need medication and staff demonstrate extreme vigilance when incidents occur. When new staff are appointed they have a thorough induction and a more experienced staff member to support them. Babies are monitored closely while they sleep. Babies are extremely well supervised in their own garden area.

The nursery works very well with parents, who feel that their children are always safe and cared for well. They feel that they are well-informed about how their children are progressing. They appreciate being able to talk to any member of staff at any time about any query they may have. They feel that their children make good progress, especially in their social skills and self-confidence. They have confidence in the staff to care for their children extremely well and to respond to their individual needs. The nursery seeks and listens to parents' views and responds to their suggestions. Parents are invited to regular meetings to find out more about their child's development and the way the staff work with the children. Parents and family members are welcomed in to talk to the children, for example, about their unusual pets, and this gives the children a wider range of experiences. Parents and families are invited to special events such as the Nativity. The nursery works very closely with parents and other agencies in situations where children need additional support, for example if a child has special educational needs or a child is learning English as an additional language. This liaison ensures that every child can take part in the same activities and make as much progress as the other children. The nursery prepares children well for the next stage in their education, so that they make the move

very smoothly and settle easily.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY342511
Local authority	Oxfordshire
Inspection number	898976
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	166
Number of children on roll	111
Name of provider	Child 1st Nurseries Limited
Date of previous inspection	31/01/2011
Telephone number	01869 323730

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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