

# Child First

35 Rickfords Hill, AYLESBURY, Buckinghamshire, HP20 2RT

## Inspection date

Previous inspection date

13/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 2

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

- Staff work well as a team to promote children's well-being, learning and development.
- A varied range of training is encouraged to equip staff with the skills to deliver a stimulating learning programme to ensure children make effective progress.
- The staff form good relationships with parents to keep them informed and to enable them to feel involved with their children's development.
- The nursery maintains the capacity to continually improve as staff work closely together, setting clear aims and driving ongoing development in order to raise standards.

### It is not yet outstanding because

- Children have fewer opportunities to freely explore an exciting range of simple information and communication technology (ICT).
- There are few wheeled toys to support children's physical development to enable children to develop further skills of control in moving in different directions and speeds.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the main room and outside.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journals, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector took account of the views of parents' through their written comments and discussions on inspection.
- The inspector held meetings and completed a joint observation with the manager of the provision and spoke with staff at appropriate times throughout the inspection.

## Inspector

Anneliese Fox-Jones

## Full Report

### Information about the setting

Child First is a limited company that operates six nurseries in England. Child First nursery registered in 2012. The nursery is situated in the town centre of Aylesbury, Buckinghamshire. It offers care for children from rising three to five years of age. The nursery has a sister nursery close by which offers care for children from two months to three years of age. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is on two levels and offers a number of rooms and spaces for children's play and activities. There is an enclosed garden for outdoor play. The nursery opens from 7.30am to 6.30pm, five days a week, all year round except for a week at Christmas and five training days a year spread throughout the year. Children are able to attend for a variety of different sessions and the nursery caters for term time only and all year round care. There are currently 103 children on roll in the early years age range. 12 members of staff are employed to care for the children. Of these, 11 hold recognised early years qualifications. The manager has a Foundation Degree. The manager and other staff are working towards further qualifications. Additional staff are employed, such as a chef, a kitchen assistant and an office administrator.

### What the setting needs to do to improve further

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

- develop children's understanding of technology further by providing varied experiences and opportunities to learn, practise and explore modern technology toys and resources
- strengthen the opportunities for physical development skills by providing a range of wheeled toys indoors and outdoors to enable children to learn to move at different speeds and directions.

## Inspection judgements

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

Staff meet children's individual needs well, and have good systems in place to support children. Children play in a welcoming environment that offers plenty of variety, interest and relevant learning opportunities. Staff demonstrate a confident knowledge and understanding of the statutory framework for Early Years Foundation Stage and are effective in helping children progress well in all areas of learning. Planning develops

through regular observation and the children's individual interests. As a result, staff plan effectively to meet children's identified next steps of learning and take good account of children's ideas. Assessment records and individual learning journals show how children are progressing. Parents and carers are provided with good information about the nursery. For example, there is an informative entrance hall and notice boards. They receive frequent newsletters and summary reports about their child. Parents' are kept well informed about their child's welfare and attainments through daily chats with staff. They have opportunities to attend formal parent sessions to discuss their child's developmental progress throughout the year.

Children arrive to find an interesting range of activities to choose from. They are happy and busy as they move between the indoor and outdoor environment. Children particularly enjoy being outdoors in the fresh air. Staff encourage children to put on their wellington boots and wet weather coats on themselves, developing their personal independence well. Children have fun learning from first hand experiences, with staff beside them using purposeful interactions to support and extend their learning. For example, children are enthusiastic to roll balls down the hilly grass in guttering and are excited to see whose ball is the quickest. At snack and lunchtime, children go downstairs to the dining area and sit together for fruit or the freshly cooked, hot, nutritious meal. Children's personal independence is encouraged as helpers prepare the snack and lay the table and children pour their own drinks. Children mix well with their peers and play harmoniously throughout the day. All children are well motivated and engaged in their play and learning, which promotes their ongoing progress well.

Children develop mathematical concepts through a varied range of activities, which involve shape, numbers, patterns and problem solving. For example, they compare different shapes and count together how many cakes they have made from play dough. During water play in the wet room, children delight in filling various containers with water and comparing the different coloured water. Children enjoy making up their own games, using the shower hose to spray sponge letters off the wall. Children use their imagination as they delight in acting out familiar scenarios in the home corner. When using torches and telephones in role play children become aware of the use of simple technology. However, they have fewer opportunities to explore a varied range of ICT resources. As a result, children are unable to fully practise and develop their ICT skills by using varied programmable toys and computer resources. Children have regular opportunities to express themselves creatively and to explore various materials and media on a daily basis, such as play dough, sand, water and painting. Children have good opportunities to develop their communication and language skills. They listen and respond with enjoyment in small groups, joining in with familiar stories and have opportunities to become aware of the written word in their surroundings. Children have many opportunities to learn about nature and the wider world. They have recently been involved in developing a growing area in the garden where they have planted a range of seeds and plants. Staff support the individual choices made by the children well. As a result, children learn effectively through play and develop a good sense of security to make sure they are relaxed and have fun. Children acquire many skills appropriate to their age and this ensures that children are well prepared for their future learning needs.

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

Staff operate an effective key worker system to promote the feeling of security within the nursery. Children develop a secure sense of belonging as they build strong relationships with staff. Children's behaviour is good as they show a positive attitude to each other as they share and take turns. Consistent praise and encouragement ensures that children develop good levels of self-esteem.

Children play in a clean and attractive, enabling environment; the manager and staff have sourced good quality, age appropriate furniture and resources, which are invitingly organised for children. Children freely engage in play and are motivated by the good choice of stimulating activities and play resources, easily available to them.

Children benefit from healthy eating and nutritious snacks provided by the nursery. Snacks and lunch times are sociable occasions with staff and children interacting together. Staff follow effective procedures to promote the good health of children. For example, a high number of staff hold first aid qualifications and children are becoming more aware of how to stay healthy and about good personal care routines. Children have good opportunities to be physically active and there are appropriate times for quieter activities. Daily opportunities to use small and large equipment help children to develop their physical skills. Children have fun outdoors and overall use a broad range of flexible resources and equipment that encourages the development of physical skills as well as other areas of learning. However, children have slightly fewer opportunities to control wheeled toys at different speeds and directions.

Children develop a strong understanding of how to keep safe as they learn to use furniture and resources safely and effectively. The environment is safe and children are learning how to keep themselves and others safe. Children demonstrate that they feel safe and secure as they approach adults confidently for support. Staff promote inclusive practice through the activities, discussion and the celebration of various cultural activities. For example, they encourage older children to learn about other cultures and beliefs through seasonal activities connected to various celebrations.

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

Children are cared for by staff who have relevant experience, qualifications and skills to do their jobs. There are effective systems embedded within the nursery to enable staff to continue to develop their knowledge and skills through regular training opportunities. Consequently, staff are motivated in their roles. All staff have regular supervision and yearly appraisals, discussing their strengths and areas for development. The manager, who is a positive role model to staff, carries out robust recruitment procedures and supports and guides new staff well. Written policies and procedures underpin staff's effective practice and are made available to all parents. This helps the nursery to be managed efficiently and in the best interests of the children.

There is a strong focus on children's safety, security and happiness. For example, daily safety checks of the environment greatly minimise potential risks and hazards to children. This allows children to play both indoors and outdoors safely, increasing their independence and allowing them to safely make decisions about what they want to do. Children are further protected because effective safeguarding procedures ensure staff are confident in the steps to take in the event of concerns arising about children's welfare.

Self-reflection and evaluation is continuous and ongoing. Staff are frequently looking to improve other aspects of their provision such as children's learning and development records and increasing resources. Staff are knowledgeable about individual children and know children's next steps and implement them into their day-to-day practice. Staff have a good knowledge and understanding of the learning and development requirements. They deliver a stimulating and effective educational programme, which takes good account of children's individual needs and interests. Assessment records are closely monitored and show how children are making effective progress.

The manager and staff understand the importance of wider partnerships to support children's ongoing learning and development when they leave the nursery. Successful partnership working means that staff work hard to liaise with the feeder schools and other services that the children attend. Through discussions with parents it is apparent that they feel happy with the quality of the nursery and make positive comments about their complete satisfaction with the care of their children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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 action. 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

<b>Unique reference number</b>	EY453434
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	894825
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	100
<b>Number of children on roll</b>	103
<b>Name of provider</b>	Child 1st Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01296 392516

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

