

Child First

City Technology College, PO Box 1017, Cooks Lane, Kingshurst, Birmingham, B37 6NZ

Inspection date	11/04/2013
Previous inspection date	06/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children make good progress in their learning because staff have a clear awareness of their individual needs, personalities and preferences. Staff plan and provide a wide range of experiences that promote children's learning in all areas.
- Staff interact well with children and effectively support them to become active learners. They encourage children to 'have a go' and provide lots of opportunities for them to explore and investigate.
- Children are provided with healthy and nutritious food. They successfully learn about the food chain through planting, growing and cookery activities.
- Reflective practice is a key strength of the nursery. The staff team are constantly reviewing practice and procedures, and effectively gather the views of all people involved in the nursery to help set targets and make improvements.
- Staff are patient, kind and very caring. Consequently, children are settled, confident, and show good levels of self-esteem.

It is not yet outstanding because

- There is more scope to enhance children's learning and enjoyment by extending the resources and experiences available to them in the outdoor play area.
- There is room to enhance children's learning potential through engaging parents and carers more in children's learning at home and in the nursery.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the provider, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents gathered through discussion and from testimonials recorded on the internet.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager in one of the baby rooms.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Carol Johnson

Full Report

Information about the setting

Child First was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises on the site of City Technology College, Solihull. It provides places for the children of students attending the college and also serves the local community. Children have access to fully enclosed areas for outdoor play.

There are currently 147 children on roll, all of whom are in the early years age group. Children attend for a variety of sessions. The nursery is open for 51 weeks of the year, closing on Bank Holidays and for one week at Christmas. Sessions are Monday to Friday from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-olds, and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 28 members of staff employed to work with the children. Of these, one has a foundation degree in early years, 20 hold an early years qualification at level 3, and five hold level 2. The manager holds Early Years Professional Status and has a degree. The nursery also employs catering and domestic staff.

What the setting needs to do to improve further

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

- improve the link between the indoor and outdoor environments so that children can move freely amongst them, and provide further opportunities for children to read, write and use numbers in the outdoor play area

- engage parents and carers more in children's learning at home and in the nursery by, for example, offering further suggestions of learning activities they can do at home with their children, and providing more workshops that help parents and carers to understand more about learning and teaching.

Inspection judgements

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

Children make good progress as they participate in a wide variety of experiences that effectively support their learning and development. Babies explore using all of their senses as they investigate a range of resources within their easy reach. For example, they bang

tins with wooden bricks and then show fascination as they drop bricks inside them. They also play with musical instruments and explore various cause and effect toys. Babies demonstrate curiosity as they push, pull, lift or press parts of these toys to discover what might happen. Messy play activities are frequently planned and enjoyed by all the children. For example, they explore jelly, paint, pasta and dough. Consequently, children investigate different sounds and textures, and learn about size, shape and colour.

Toddlers regularly dance, sing songs and move to action rhymes. Also, they investigate the various textures, sights and sounds in the sensory room. As a result, children develop vocabulary, listening skills and an awareness of their bodies. Outdoor play is provided for all children on a daily basis; they climb, balance, run and jump. Children benefit from plenty of outdoor space and enjoy riding wheeled toys and kicking or throwing balls. However, children's learning potential in the nursery outdoor area is not fully exploited. This is because opportunities for older children to read, write and use numbers in the outdoor area are not maximised. Furthermore, children are not always able to move freely between the indoor and outdoor areas. Staff often prop doors open the doors leading to the outdoor play areas, however, in cold weather this is not economical or practical because the cold air penetrates the indoor environment. Management are looking to find a way to overcome this, for example, by fitting plastic strip curtains to some exterior doors.

Children clearly enjoy their time at the nursery and are confident and self-assured. There is lots of laughter and children are engaged and interested in available experiences. They learn about difference and similarities in people in various ways. For example, they participate in activities inspired by a selection of religious festivals and access plenty of resources that reflect positive images of diversity. Friendships are evident between many of the children, and older children eagerly invite others to join in their play. Pre-school children use their imagination and act out familiar experiences as they pretend to take orders and make meals in the role play restaurant. Staff effectively support their play and learning by joining in and encouraging open-ended questioning and thinking. For example, staff ask children to predict how many plates they need and remind them about safe practices near cookers. Children who speak English as an additional language are successfully supported. Staff work alongside parents to promote children's communication and language. Parents are asked for key words in child's home languages, and staff use these, plus gestures and facial expressions, to aid communication.

Staff understand how children learn and develop, and provide them with a stimulating and well-resourced learning environment. They successfully provide lots of experiences that prepare children for their future learning and transition to other settings. For example, staff plan some group activities and these encourage children to share and take turns in conversation. Children enjoy listening to stories and staff skilfully capture and maintain their attention. Staff use expression in their voices and invite children to look at the pictures and predict what might happen next. Pre-school children learn to recognise and write their own names, and regular outdoor play sessions provide opportunities for them to gain confidence in putting on their shoes and coats.

Key persons demonstrate a strong knowledge of the children in their key groups; they gather and record clear information to assess children's progress, inform planning and support children's well-being. Staff talk to parents and any other professionals involved in

children's care and learning and ask them to share their observations. Each child has a learning and development record which clearly documents their progress and includes photographs showing their enjoyment and achievements during activities. Activity planning is precise and key persons are clear about what they hope children will learn. They know what children enjoy and understand where individual children need to move on next in their learning. Staff provide some advice for parents and carers as to how they can help their child learn. Also, they invite them to some events and workshops at nursery. For example, parents were invited to a workshop to raise their awareness of how to effectively support children's speech and language development. However, some opportunities to actively engage parents in children's learning are not fully utilised to help maximise children's learning potential.

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

There is a very relaxed and happy atmosphere within the nursery. This is because staff are warm and approachable, and children are settled and confident in their surroundings. The manager identifies that a particular strength of the nursery is the way that staff effectively support children in forming secure attachments. Children's emotional well-being is closely monitored when they start at the nursery and move between rooms, and key persons work alongside parents to help children feel cared about, valued and respected. Key persons regularly exchange information, as appropriate, with parents and any other adults involved in children's care and education. They discuss children's home routines, individual needs, progress and any areas requiring support. This enables staff to offer consistent, dependable and nurturing support for each child that reflects their needs and parental requirements. Furthermore, it shows parents that staff value information about the way in which their children behave and learn at home.

Children have plenty of space to play and rest, both indoors and outside. The nursery is vibrant and welcoming, and notice boards around the premises provide a wealth of useful information for parents. Children's artwork is attractively displayed; this enhances children's self-esteem and enriches the environment. Children enjoy easy access to a wide selection of resources and, as a result, their independence and freedom of choice is enhanced. All areas of the nursery are clean and maintained well. Good hygiene procedures are in place and followed by staff; these include the use of disposable aprons and gloves during nappy changing. Children learn about safety through everyday practices and routines. They are reminded to be careful during play and show by their actions that they understand nursery rules and behaviour boundaries. For example, children do not run around indoors and pre-school children know that they are expected to take turns in their play. Staff are firm but fair and children behave well. A clear and comprehensive behaviour management policy supports and explains staff practice and promotes consistency.

Children develop positive attitudes towards a healthy lifestyle. They engage in regular physical exercise and experience daily outdoor play. Consequently, children receive plenty of fresh air and develop physical skills and confidence. Food provided for the children is extremely healthy and nutritious, and easily accessible drinks prevent them from becoming dehydrated. Mealtimes are social events and thoughtfully used by staff to

promote children's language skills, table manners and awareness of healthy eating. Children grow food in the nursery garden and this teaches them where some food comes from and what plants need to grow and thrive. In addition, children participate in frequent cookery activities and learn about safety and hygiene as they do so. Children demonstrate independence skills appropriate to their age and stage of development. Toddlers and pre-school children know when they need to wash their hands, and staff provide them with good role models to follow. Staff support parents with toilet training and weaning, offering advice and practical ideas.

Children show care and consideration for others. Friendships are evident between some of the children, and older children eagerly invite others to join in their play. Children's transition to school is effectively supported. Staff talk to children about what to expect and foster their independence and social skills. School staff are invited to the nursery to meet the children, and this helps to prepare them for the move. Some children also attend other settings that deliver the Statutory Framework for the Early Years Foundation Stage. In these circumstances, all adults involved in children's care and education regularly exchange information to support children's learning and overall well-being.

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

Leaders and managers demonstrate a good understanding of their responsibility to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Thorough monitoring and clear procedures ensure that all required documentation is maintained well. The nursery is safe and secure, and visitors are closely supervised. Robust recruitment and vetting procedures ensure that all adults working in the nursery are suitable to do so. Children are only released into the care of authorised individuals. Staff have a good knowledge and understanding of child protection issues. They know about the potential signs and symptoms of abuse, and confidently describe appropriate recording and reporting procedures. Children's welfare and safety is paramount and safeguarding is high on the agenda at all staff meetings.

The manager is ambitious and has high expectations of her staff. She is a visible presence in the nursery, routinely observes staff and provides regular feedback on their practice and performance. She conducts annual staff appraisals and leads by example. The planning and implementation of children's experiences are carefully monitored and reviewed. Students and new members of staff are well supported, and staff professional development is actively encouraged. The qualification and training requirements of the Statutory Framework for the Early Years Foundation Stage are exceeded. Management regularly check staff's knowledge and understanding of policies and procedures, and tailor staff training to match needs and requirements. Consequently, staff are effectively supported and successfully informed to promote children's welfare and safety.

The provider demonstrates a good capacity for improvement. Recommendations raised at the last inspection have been fully addressed. For example, children's experiences are now carefully planned to effectively promote their learning in all areas. Furthermore, a wider range of resources are easily accessible to children, promoting their independence and

enhancing some of their experiences. Reflective practice is ongoing and routinely takes into account the views of the provider, parents and staff. Parental views are actively sought through verbal discussions and a suggestions box located in the foyer. In addition, staff talk to children about what they enjoy and observe their reactions to experiences. Consequently, there is a strong culture of reflection throughout the nursery and a significant desire for improvement. Leaders and managers show a good appreciation of the nursery's strengths and priorities for improvement. They welcome support and advice from the local authority and actively use this to enhance practice. The manager regularly networks with other professionals and keeps abreast of changes in policy and ideas to support best practice. The nursery has established good links with other professionals and effectively supports the inclusion of children with special educational needs and/or disabilities.

Children and their families benefit from the consistent and enthusiastic staff team. Parents and carers speak highly of the nursery and praise the friendly and caring staff. They comment on how happy their children are to attend and how well staff support home routines and parental requirements. The staff team works hard to ensure that parents and carers feel informed and welcome. A wealth of information is displayed around the nursery for parents, carers and visitors to view. This includes information about experiences planned for their children, healthy eating and how children learn. There is also a nursery website and parents and carers are invited to regular meetings at the nursery where they can talk to their child's key person.

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 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

Unique reference number	250129
Local authority	Solihull
Inspection number	909774
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	120
Number of children on roll	147
Name of provider	Solihull Child First Day Nursery Limited
Date of previous inspection	06/05/2011
Telephone number	0121 779 2380

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

