

First Class Day Nursery

16a Portland Street, HUDDERSFIELD, West Yorkshire, HD1 5PB

Inspection date

Previous inspection date

05/06/2013

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

- Educational programmes for the children are good and they cover all areas of learning well. These are linked to children's interests and stages of development and as a result, they are making good progress in their learning and development.
- Relationships with staff and children are strong and as a result, children are happy and settle well.
- Staff support children well to develop their independence skills and therefore, children manage their personal needs relative to their stage of development.
- Management monitors the provision effectively, they identify the strengths of the nursery and areas for development well and involve all parties in this process. This positively impacts on children's development and the running of the setting.
- Children with special educational needs and/or disabilities are supported well to maximise their learning to enable them to make best progress.

It is not yet outstanding because

- Opportunities for the more able children to practise large physical skills, such as climbing, are not as rich as the provision for other aspects of their physical development.
- There is scope to improve children's access to the excellent range of resources, particularly in the pre-school room, to maximise choice and independent learning.

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 playroom and outdoor play areas.
- The inspector had discussions with staff, children and some parents.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, risk assessments, policies and procedures.
- The inspector invited the manager to carry out a joint observation.

Inspector

Helene Terry

Full Report

Information about the setting

First Class Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the outskirts of Huddersfield town centre, West Yorkshire. The nursery is privately owned and managed by a limited company. It operates from within a converted school building with a purpose built annex. The nursery serves the local area and wider community, including children whose parents attend the local college. There are enclosed areas available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. There are two members of staff, who hold foundation degrees in early years. The nursery opens Monday to Friday for 51 weeks of the year between 7.30am and 6pm. Children attend for a variety of sessions. There are currently 114 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide more opportunities for the more able children to practise large physical skills, such as climbing and swinging
- increase children's independent access to the excellent range of resources, particularly in the pre-school room, to maximise choice and independent learning.

Inspection judgements

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

Children are very happy and content at the nursery. They enjoy a wide range of toys, resources and activities, which are used to support and promote their learning and development effectively. However, there is scope to enable the pre-school children to have better access to the excellent range of resources, as many are stored out of sight or reach of the children. This does not enhance opportunities for children to make independent choices about their play. Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation

Stage. They plan effectively, which promotes children's learning and supports their individual needs well. Staff use their observations and assessments of the children to identify the learning needs of each child very well to maximise learning effectively. As a result, children are making good progress in their learning and development, which helps to prepare them for school. Children with special educational needs and/or disabilities benefit from strong support. Staff skilfully use individual education plans for children to promote their learning well. Parents are effectively involved in children's learning. They view their child's development records and have regular discussions with their key person. Parents are also encouraged to contribute their own observations of their children to the development records. This means that a complete picture is gained about all children's achievements and used to maximise on planning for future activities and development.

Children's communication and language skills are developing well. Staff talk with the children, developing children's vocabulary. They give children time to think and respond during conversation and follow children's lead. Children listen well and remain attentive. They respond to questions, contribute to discussions when invited and focus for long periods of time on their chosen activities, for example, as they learn how to fasten zips on the cloth animals. Children in all rooms are confident communicators. They express their feelings well through gestures and verbal communication. Younger children, including babies, babble happily and respond to staff through facial expressions of delight. Flashcards are used with children with communication difficulties to help them to follow instructions and understand the routine of the day, helping to prepare them for school.

Staff provide lots of activities to help children to develop an understanding of the world. Children enjoy planting fruit and vegetables in the garden and observing them grow. Staff model how to plant onions and children follow her lead. Children plant them in rows and talk about the 'pointy bit' having to face up to sky. They use the garden tools well, talking about the different sized spades and forks and one child declares confidently 'I have the biggest'. Staff talk with the children about what the bulbs need to help them to grow and they discuss the soil, water and the sunshine. Staff help the children to fill the watering cans and talk about them being full to the top or half full. Children are asked to predict whether the watering cans filled with water will be heavy or light and children laugh as they declare 'this is very heavy'. As a result, they are developing skills in mathematics.

All children are involved in creative activities. Staff support toddlers as they draw faces with chalk on the ground outdoors. A toddler shows an interest in the marks and points at their nose and the nose on the drawn face and states 'nose'. Babies are provided with lots of sensory activities and they enjoy making marks with paint using their fingers, hands and small building bricks. Children explore treasure baskets and delight in banging objects together to make different sounds.

Children make wide use of the good outdoor facilities, each age group having their own play area. Although, facilities are good to extend learning, there are fewer opportunities for the more able children to extend further their physical skills, for example, in climbing or swinging.

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

Children develop warm bonds with the staff, who are good role models. The good key person system helps children to form secure attachments, while promoting their well-being. Staff settle and support new children well, meeting their individual needs and providing them with warm caring attention. Information is collected from parents about children's likes, dislikes and interests, so that staff are aware of children's individual needs. Children are supported effectively in their transition between nursery rooms and onto school. Children's key persons are crucial in this process as they visit and help to settle the children gradually. Children play cooperatively together and clearly enjoy the company of their peers, especially in the pre-school room where children have friends, who they like to play with. Staff promote sharing and taking turns and babies learn to share paint pots, developing social skills. The nursery is welcoming and provides areas for the children to relax, eat, sleep and play imaginatively.

Children behave very well throughout the day and benefit from the warm praise and encouragement they receive from staff. This supports children's good levels of self-esteem. Children learn about their own safety through daily routines and activities. For example, they learn about road safety as they play on the outdoor road track. They dress-up in the high visibility coat and pretend to stop the other children on the bikes and scooters at the crossing using the 'lollypop stick'. Children also take part in the regular fire drills to help them to understand what to do in an emergency. Staff help children learn about safety in the sun. Suncream and hats are used on hot sunny days and they have good access to drinks.

Children benefit from a well-balanced healthy diet at the nursery. Menus are on a four weekly rota and have been prepared following the School Food Trust's guidelines. The onsite cook prepares healthy and nutritious snacks and meals for the children. Formulated milk and bottles for babies are clearly labelled and prepared by staff. Children's dietary needs are followed rigorously to protect their well-being. They have good access to the outdoors daily to ensure that they benefit from exercise and the fresh air to boost their well-being.

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

Staff and management demonstrate a strong awareness of how to safeguard children. They are fully aware of their responsibilities to protect children and understand the procedures to take should they have a concern about a child or another member of staff's practice in their care. Robust risk assessments are in place and these identify potential hazards and how to minimise them. The leadership and management team fully understand their responsibilities to comply with the requirements of the Statutory Framework for the Early Years Foundation Stage. All the required policies and procedures are in place and available for parents. Staff have good access to training to update their skills and they are provided with a supportive supervision and regular appraisals. This helps to enhance their knowledge, skills and ability to effectively enhance the provision for the children. Recruitment procedures are robust. References and checks are sought prior to employment to help ensure that staff are suitable to work with children.

Management use effective systems to reflect on the provision that they offer. They have recently undertaken a full review of the provision, having recently taken over the nursery from another provider. Strengths and areas for development have been quickly identified and many aspects have already been addressed. Staff, parents and children have been involved in the process through discussions and questionnaires. For example, parents and children have been involved in creating the menus, re-naming the playrooms and the changes to the opening times of the nursery. The manager effectively monitors the educational programme for the children to ensure that all of their development is enhanced.

Effective partnerships are in place with parents. Parents receive good information about the nursery and a new website is being created to enhance the two-way relationship in caring for children. At the inspection, parents spoke highly of the 'good quality staff' and 'enjoyable activities' that their children undertake. The nursery staff work very closely with other professionals involved in children's care, for example, health visitors, and they have close links with other early years providers in the area. This support enables the staff to meet the children's individual needs and maximise their learning.

Children, who speak English as an additional language are supported well. There are bilingual members of staff employed and staff work with parents to obtain key words in the child's home language to use in the setting to help them to settle and enhance learning. There is also displays of writing in children's home language and there are positive images of diversity around the playrooms to help everyone to feel equally welcome and valued.

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	EY456971
Local authority	Kirklees
Inspection number	895941
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	114
Name of provider	First Class Nursery (Huddersfield) Limited
Date of previous inspection	not applicable
Telephone number	01484 437189

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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, 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.

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