

# First Class Day Nursery

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

## Inspection date

18/07/2013

Previous inspection date

05/06/2013

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- A range of interesting activities help children to make good progress across all areas of learning and development.
- Children are kept safe at all time because practitioners have a thorough understanding of their responsibilities and robust safety measures are effectively implemented.
- Close assessment of teaching and learning means that educational plans are implemented through good quality teaching. As a result, children's swift progress towards the early learning goals is fully promoted.

### It is not yet good because

- Children's care needs are not always met sufficiently well because nappies are not changed regularly enough.
- The key person system is not robust enough to ensure that detailed information about children's needs is shared with all relevant staff. As a result, not all children's care needs are met efficiently.
- Self-evaluation is not rigorous enough to ensure all areas of weakness, such as gaps in the key person system, are identified. As a result, priorities for improvement do not target those areas.

## **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 play rooms and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's improvement plan.
- The inspector took account of the views of a parent spoken to on the day.

## **Inspector**

Nicola Dickinson

## **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 in a purpose built premises in Huddersfield and is managed by Birkbees Group of nurseries. The nursery serves the local area and is accessible to all children. It operates from six rooms and there is an enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 or above.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 60 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 children with special educational needs and/or disabilities.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the key person system to ensure there are effective contingency plans in place when key practitioners are absent from the provision and develop a process where information that supports children's well-being is shared, to ensure their well-being is maintained at all times.

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

- develop the current processes for evaluating the provision to ensure all areas for improvement are identified and appropriate action is taken to address any weaknesses
- increase the regularity of nappy changing to ensure children's care routines reflect those they experience at home.

## Inspection judgements

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

Practitioners in the nursery have a thorough knowledge of the Early Years Foundation Stage and they understand how good quality teaching promotes children's progress towards the early learning goals. The different rooms in the nursery are bright and welcoming and displays show examples of children's work and the activities they enjoy. Children's independent exploration is supported by a variety of imaginative activities. For example, they enjoy using a salad spinner to make patterns on paper with paint. Children are supported in their acquisition of communication and language skills because practitioners use props skilfully to promote their language development. They use sign language and the 'Pictorial Exchange Communication System', to support children, who have difficulty communicating with words. They also work closely with speech and language therapists to implement learning for children, who are not meeting the expected milestones for their age. Notices and displays are written in several different languages to promote understanding with children who speak English as an additional language. As a result, they are making swift progress from their starting points.

Children are given challenges that are appropriate to their age and stage of development because practitioners, who have permanent roles in the nursery, are knowledgeable about where each child is in their learning. As a result, effective teaching supports them in exploring their ideas. For example, older children participate in small group activities, where they are encouraged to use their critical thinking skills to solve puzzles. A favourite activity is one in which they have to guess which child from their group is hiding under a blanket, by using the clues given to them. Practitioners help babies to investigate their self-image using mirrors and reflective objects, such as metal bowls. Children are excited to see their faces and they smile and show surprise. Practitioners imitate their expressions and laugh with them and this encourages them to investigate further.

Information about children's interests and their starting points are obtained from parents when they enter the nursery. Each child has a 'personal learning plan' and this means educational programmes take into account each child's individual interests and their preferences for learning. This ensures they are provided with purposeful activities and experiences that support their strong progress towards the early learning goals. For example, children develop their understanding of culture through role play in the home corner where they 'cook' a selection of different foods.

Feedback about activities children have enjoyed is shared with parents on a daily basis. The nursery is developing its own website and makes good use of social networking sites to share ideas and suggestions with parents, to support children's learning at home. Parents feel they are fully involved in their children's learning because they are able to contribute to planning, share 'learning journeys' and are regularly invited to discuss children's progress with key persons. The nursery holds events where parents can take part and celebrate their children's achievements, such as a 'Winter Wonderland', where they enjoy Christmas activities and a graduation ceremony for those children moving on to school. Practitioners complete assessments, including the required progress check at age

two and summative assessments, are shared when children move on to school. Assessments show that 'narrowing the gap' strategies help children with special educational needs and/or disabilities, to make good progress from their starting points, across the prime areas of learning.

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

Practitioners show they give suitable priority to children's safety by being vigilant and ensuring they are well-supervised and kept safe. All children have free access to outdoor play, where they use a range of resources that support independent investigation, such as sand play. They use small and large climbing equipment, including logs and an obstacle course, to develop physical skills and learn how their bodies benefit from healthy exercise. Practitioners teach them to risk assess for themselves, for example, during play with ride on equipment they learn about aspects of road safety. They develop their knowledge of growth and change and their understanding of healthy eating is promoted, by growing their own fruit and vegetables and using them in their cooking. Children also care for the nursery's two guinea pigs and practitioners help them to make connections to their own self-care, such as staying in the shade and drinking plenty of water. Children learn personal hygiene through practical routines and this helps them to be independent in their self-care when they move onto school. The nursery has procedures in place for ensuring the youngest children receive appropriate levels of care and their needs are met. However, in some instances, nappy changing routines do not reflect those children experience at home and as a result, they are not changed regularly enough.

Children from a variety of different cultures attend the nursery. Colourful displays around the nursery depict people from different communities and children are developing their understanding of equality and diversity through everyday conversations. They also have access to a variety of resources and activities, for example, small world toys and stories that promote their understanding of disability. Children are learning to tolerate each other's differences and this is demonstrated through the secure peer relationships they are developing. For example, they talk fondly about their friends and explain why sometimes children, who are less able have to do things differently, such as using the slide. By teaching children to understand the needs of others, practitioners are preparing them for the larger social environment of school.

Children visit the setting with their parents and settling-in sessions help to smooth transition, providing some continuity in their care. An appropriate key person system ensures children develop secure attachments to chosen adults early in their care. Teachers from the local school visit children in the nursery. As a result, children who are moving on to the next stage in their learning are supported well because they already have a familiar adult when the time comes. Children, who are in the nursery on the day of the inspection, demonstrate they are very happy and settled. They are self-assured around visitors and they demonstrate their confidence by independently choosing activities and sharing their learning experiences. Overall, they behave well and are kind to each other and any incidents of unwanted behaviour are usually managed patiently and sympathetically. Clear, simple explanations appropriate to their stage of development, support their

growing understanding of right and wrong. For example, why they should share and include each other in their play. Parents demonstrate that they value the contribution the nursery makes to their lives with comments, such as 'They spend time with parents', 'They are wonderful', 'Good quality activities and resources'. Robust partnerships with other agencies make sure information, essential to the well-being of the most vulnerable children, is shared with key persons.

However, the key person system is not robust enough to ensure that the care and well-being of children is supported at all times. On occasions when key people are absent from the setting, information that is essential to the well-being of children is not effectively shared, such as behaviour management plans or strategies for supporting children, who have difficulty in communicating. As a result, practitioners who are temporarily providing care do not have sufficient understanding of each child's individual care needs.

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

The inspection was prioritised by Ofsted because concerns were raised over safeguarding policy and practice and behaviour management. However, although the management team monitors the provision, self-evaluation is not rigorous enough to ensure all weaknesses are identified. In light of a recent incident when a child's behaviour was not appropriately managed and their care needs were not sufficiently maintained, it is evident there are weaknesses in the key person system. Although, a key person system is in place, it does not make provision for unforeseen events, such as when a child's key person is absent.

Daily checks ensure the environment is safe and suitable for children. A large programme of renovation is currently being undertaken to improve the baby rooms and detailed risk assessments are in place to ensure children's safety is maintained at all times. Practitioners in the nursery have completed child protection training to develop their knowledge and they demonstrate that they understand their responsibilities for ensuring children are kept safe. The management team is aware of their responsibility for reporting incidents and detailed records are kept. Seven members of staff hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child in the nursery's care.

The nursery is part of the Birkbees Nursery Group. All policies and procedures to make sure children's safety is maintained are reviewed by a senior management team and shared with practitioners. Robust recruitment procedures are in place to ensure that practitioners are suitable to work with children. Entry to the nursery is by a buzzer and security measures are appropriately implemented. Records of visitors are kept. Staff registers and a register of the children's attendance, including when they arrive and leave, shows that appropriate ratios are in place. Parents have a thorough understanding of the nursery's practice because managers supply them with copies of the policies and procedures, so they are clear about the service the nursery provides.

The nursery works with the local authority through their 'quality improvement programme' to identify strengths and areas for improvement, such as developing ways in which activities can be shared with parents. Parents are involved in the evaluation of the provision because the management team seeks their views and takes account of their ideas when making changes. Senior managers also demonstrate their commitment to driving improvement and raising the standards of the nursery provision, by encouraging professional development in all practitioners. For example, a number of practitioners are working towards degree level qualifications to improve their knowledge and skills. The nursery manager works with practitioners to review their practice through appraisals and any underperformance can be addressed.

Despite the areas of weakness, the nursery manager demonstrates a good understanding of the learning and development requirements. Assessment of all children ensures their individual learning needs are identified and this means early intervention can be focused to target areas, where they are not meeting the expected milestones for their age. The partnerships the nursery has in place with other professionals, such as family support and speech and language therapists, ensure that most of the time, the most vulnerable children receive high levels of support. Implementation of planned learning is routinely checked, to ensure children's experiences offer them challenge and help them to sustain speedy progress across all areas of learning and development. Assessments are shared to ensure continuity in children's learning when they move on, for example, to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY456971
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	927483
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	86
<b>Number of children on roll</b>	60
<b>Name of provider</b>	First Class Nursery (Huddersfield) Limited
<b>Date of previous inspection</b>	05/06/2013
<b>Telephone number</b>	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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