

# 1st Class Nursery

1st Class Nursery Ltd, 2 Lordsgate Lane, Burscough, ORMSKIRK, Lancashire, L40 7ST

## Inspection date

02/08/2013

Previous inspection date

17/11/2008

## The quality and standards of the early years provision

**This inspection:** 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend	1
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	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children's development is tracked in great detail, ensuring optimal challenges for all ages.
- Staff are highly motivated to ensure children have varied and imaginative activities to further their learning.
- All staff have exceptional relationships with parents and involve them in their child's learning at every opportunity. This ensures consistency and parents can share experiences that happen at home.
- The manager leads an innovative and dedicated team that provides a consistent high quality of teaching.
- Children's learning is significantly enhanced through careful use of monitoring and personalised routines. Skills are well challenged by staff who know the children very well.
- Staff ensure children's safety is a high priority, yet allow for well-calculated risks. As a result, children are extremely confident and self-aware in their environment.

## 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.

## Inspection activities

- The inspector had a tour of the premises and looked at all rooms used by children.
- The inspector spoke to parents and staff at suitable times of the day.
- The inspector tracked a child in the baby room and a child in the older age room.
- The manager and the inspector carried out a joint observation focusing on the development of children who speak English as an additional language.
- The inspector and the owner/manager discussed all aspects of the care and development of children. The joint manager also attended.
- The inspector provided opportunities for staff to discuss ideas and activities they are proud of.

## Inspector

Kerry Greenall

## Full Report

### Information about the setting

1st Class Nursery Ltd was registered in 2001 and is on the Early Years Register. It is situated on the A59 between Burscough and Ormskirk, and operates from a bungalow that is divided into base rooms. Ramps fitted to the side of the building allow full access to the nursery. There is an enclosed outdoor play area at the rear of the building.

The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year. There are currently 33 children aged from birth to three years on roll. Between the ages of two and three years, children transfer to the pre-school unit, which is registered to the same provider at a nearby site. The nursery employs eight members of staff, all of whom hold an appropriate early years qualifications, and a qualified teacher who holds Early Years Professional Status.

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

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

- provide even more varied opportunities for babies and young children to enhance the connections between their movements and the marks they make using an extensive range of materials, both indoors and outside.

## Inspection judgements

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

Staff set up rooms with a great deal of thought to meet the needs of the children who attend, showing excellent understanding of early years provision. This enables children to confidently access rich, varied and imaginative resources that are stored at their level. Resources and equipment are clearly labelled and of high quality, allowing for children to engage in new activities of their choice. The children begin to recognise that words and pictures have meaning, and transfer early skills from one area to another. Many natural resources are available to reflect a home-from-home environment, including a variety of brushes from a treasure basket that children can pass from one hand to another and discover new textures. Children are able to explore their environment, travelling in a way that suits their development. There is plenty of space to move around and many opportunities for younger children to safely pull themselves up.

Staff use language that encourages responses from young babies, and use personal care routines, such as feeding and nappy changing time, to interact. The children enjoy a relaxed and personal experience and, as a result, have further opportunities for counting

and singing games with their key person.

Physical challenges are provided indoors and out through appropriate ramps and small climbing equipment. Young children become aware of their own bodies through touch, movement and care routines. Equipment is age appropriate, at child height and thoughtfully set up, offering optimal challenges and new experiences. Staff use feedback from parents regarding experiences the children have had at home, to develop more focused planning for children that reflect their interests. Recently a child had visited the beach. The parent used the innovative information slips to inform staff, and this triggered staff to create a beach activity within their planning. Staff were able to encourage children to explore new textures and vocabulary related to the child's interest. A parent informed staff their child had visited an aquarium and showed increased interest, so staff chose to purchase a real fish to develop this further.

Staff do not follow dominant themes, instead they allow parents' and children's focus to lead the activity planning on what children enjoy doing. This then enables staff to provide appropriate challenges that are flexible as children's learning and understanding progresses. Further understanding comes from the regular, detailed observations carried out by staff that clearly complement the activities planned and learning taking place. Staff are highly motivated, with excellent activity ideas to promote children's learning. Staff engage in fun competitions of who can create unique ideas for activities. They are currently thinking of ways to use the trays within play, sharing excellent practice and ways they can be adapted for the differing age groups.

Staff have an exceptional knowledge of the Early Years Foundation Stage and the impact their teaching has on children's learning. Assessment of children's development is precise and monitored closely by the managers to ensure children consistently progress across all areas of development. After recent staff development, profound understanding of the characteristics of effective learning is clear throughout the setting. This includes pictorial evidence that staff have created, with captions of what learning is taking place. The manager ensures deep understanding is embedded into staff meetings, challenging staff to locate the characteristics in photographs of children at play. As a result, staff's knowledge of how children learn has been significantly enhanced. Children make very good progress, including those who speak English as an additional language, who have proved to make rapid progress. Staff know children extremely well and can confidently and precisely recall children's starting points as well as their interests and current development stages mainly from memory. Staff are clear on what children can do and how they can enhance children's learning through personalised, optimal challenges.

Water is continuously available and babies are encouraged to remove their socks and splash in the water to further enhance their sensory development. Babies can make marks using brushes and water on the ground, climb on small fixtures and look at themselves in safety mirrors. However, there is scope to provide even more opportunities for babies and young children to make connections between their movements and the marks they make.

Children develop problem-solving skills with a variety of resources, calculating how objects fit inside each other, how to balance, how to rock and use familiar objects for their intended purpose. Children show a keen interest in their planting projects, showing an

understanding of the world and of how things grow using mathematical understanding of categorising objects, such as plants. Children enjoy their morning drink outdoors and they discuss picnics and what they can see. Staff use their training from a recently invited speech and language therapist to use describing words within four comments before asking a question. Staff believe this is effective and that children's vocabulary is being extended in this way. Staff are also feeding back this information to parents so they can continue to use the vocabulary at home. Staff use a range of carefully chosen words to enhance children's language skills, including referencing things they know and recognise, such as extended family names and places. Staff interaction and motivation is inspiring, helping children make exceptional progress and continuously build on what they can already do, ensuring they are ready for their next steps in learning and the move to school.

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

Staff promote well-being within all areas of learning. They have a specific interest in using theoretical ideas of understanding well-being and involvement. Staff show interesting and vibrant ways of encouraging this understanding to ensure it is age appropriate and meets individual needs. The use of the well-being table has proven worthy as children have responded to understanding separation from parents and transitions in their early years. Mirrors are used and a picture book helps young children to recognise different emotions. Staff have a wealth of understanding that children should feel settled before learning can take place. Staff monitor well-being and involvement alongside the children's development needs to ensure children feel safe, secure and ready to learn.

Posters have been carefully and lovingly created by the manager to reflect emotion to very young children. Excellent use of thought-provoking images encourages children's interest and is an innovative way to show positive images of different cultures, genders and ages of people. The posters show facial expressions, helping children understand the feelings of others and begin to label certain emotions.

Key workers have excellent attachments with children, allowing for secure transitions and children settling well. Children go through a personalised settling-in procedure to ensure both child and parent are content. Parents are happy and feel 'very secure' when leaving their child. Staff have a flexible approach so parents feel they are listened to and have full control over the settling-in process.

Children can transfer to the older age rooms and can then move on to the pre-school unit. The transition process is carefully planned so children are ready for the move and one child shows excitement as staff discuss her move to 'big nursery'. Staff have excellent communication and share a wealth of knowledge about children as they support children's moves through the nursery, including the mandatory progress check at age two. The information is used to further enhance learning and continue to provide appropriate challenges for children.

Key workers play an exemplary role in the children's well-being. The relationships are first class, showing that children have a secure base and secure attachment within the nursery.

Children show extreme confidence in their environment and their learning, which is evident through their progress and movement around the nursery.

Staff are very confident in their practice thinking of dynamic ways to encourage children and build their confidence and self-motivation. Activities outdoors encourage children to explore safely whilst allowing for age appropriate risk taking. Staff have an extremely high regard for safety and revisit reminders of 'be careful and 'hold on' on a regular basis.

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

The provider is also the manager and has an excellent understanding of the Early Years Foundation Stage and educational programmes for children. The manager has Qualified Teacher Status and also has Early Years Professional Status, meaning her knowledge is very current and in depth. The manager ensures that she shares her knowledge and professional judgements so staff can all work to the same exceptionally high standards to meet children's needs. She ensures staff are aware of their responsibilities, with the management team and room leaders completing questionnaires to check understanding of procedures and being regularly monitored through peer observation. The managers carry out observations to monitor staff, who are developing their practice to ensure high quality teaching is taking place.

Staff attend training regularly, including all staff completing a local authority level 1 safeguarding course and online Common Assessment Framework training. These opportunities ensure staff remain current with their safeguarding procedures, are aware of signs and symptoms to look out for, and can provide the highest quality care for children. Staff are able to clearly verbalise their responsibilities and show an outstanding commitment to the safety of children in their care.

The manager has superb links with the local authority, nearby children's centre and a local university, meaning she can develop training packages to suit staff needs. Training includes first aid, safeguarding, and communication and language training from a local speech and language therapist. Good practice is shared throughout the agencies the setting is connected with, and it has also been awarded 'lead practitioner' status by the local authority. This means that the early years team bring practitioners from other nurseries to the setting to see the outstanding practice and provision.

The manager is highly motivated to provide the best training for her staff, with all staff holding at least a level 3 childcare qualification. The manager uses all staff interests and qualities to engage children in new experiences, such as African dance.

Parents continue to be consistently involved in their child's learning through an open-door policy, daily record sheets and access to their child's development records throughout the year. Staff hold parents' evenings and drop-in sessions, so anything can be discussed regarding their children's care and development. This promotes positive partnerships and ensures that staff can get to know children well. The manager distributes monthly

newsletters that are highly informative and show clear ideas of what future developments the setting wishes to make. Parents are informed of any sector updates and are provided with opportunities to read documents that explain the changes in more detail. The manager engages parents in their child's learning by focusing on a topic at each parents' evening. Leaflets are distributed to offer key words and learning opportunities to reflect what is being done at nursery, so parents can choose to continue with the topic at home. Past topics have included creative, outdoors, health and well-being, communication and language, sensory play and, most recently, physical play.

Staff are supported continuously through regular and detailed appraisals, monthly meetings and one-to-ones. Anything identified is promptly added to the yearly development plan and evaluated in great detail to inform self-evaluation. The pursuit of excellence drives all staff, and the manager complements staff's ideas to motivate them and encourage innovation. This in turn ensures children have exceptional experiences alongside happy, enthusiastic and animated staff.

The manager reflects regularly on practice to ensure the best outcomes for children and families. A recent evaluation of parents' feedback prompted changes, such as diverting the phone to ensure a quicker connection and introducing outings for parents to meet each other and become familiar with their child's friendships and attachments. Parents have highlighted that they were unfamiliar of documents that supported their child's learning, so copies of the Early Years Foundation Stage were provided in a book borrowing scheme and explanations of changes written into newsletters. The manager ensures parents are clear on how their child's development is tracked and challenged so consistency of learning takes place.

Children's needs are quickly identified through the manager's comprehensive relationships with staff and partnerships with parents. As a result, children are cared for by highly skilled staff in an outstanding environment.

## 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>	310281
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	855243
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	33
<b>Name of provider</b>	1st Class Nursery Ltd
<b>Date of previous inspection</b>	17/11/2008
<b>Telephone number</b>	01704 894 761

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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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