

# Child First

35 Rickfords Hill, AYLESBURY, Buckinghamshire, HP20 2RT

## Inspection date

06/08/2013

Previous inspection date

13/05/2013

## The quality and standards of the early years provision

**This inspection:**

2

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 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 are happy, safe and well cared for in a warm and welcoming environment.
- Staff are well qualified in early years and use their skills and knowledge to promote good outcomes for children.
- Children are confident and enthusiastic learners because staff organise the environment to encourage a high level of independence skills.
- Management place a strong emphasis on the setting's strengths and areas for development and have developed a broad range of ambitious targets to continually improve.
- Staff have particularly effective and inclusive relationships with parents who have children with special educational needs to make sure their needs are fully met.

### It is not yet outstanding because

- Staff do not promote the programme for children's literacy as well as possible, meaning some opportunities for children to learn about letters and the sounds they make are missed.

## 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 checked evidence of suitability of staff working with children, including staffing ratios.  
The inspector spoke to the manager, the nominated person and staff at appropriate times throughout the inspection, and completed a joint observation with the manager.
- The inspector sampled some of the learning journals, planning documentation, the self-evaluation form and a selection of policies about the care and welfare of children.
- The inspector observed children at play in the main room and outside.  
The inspector spoke to some parents and grandparents of children attending the pre-school to find out their views of the care and welfare, and achievements of their children.

## Inspector

Rosalind Vahey

## Full Report

### Information about the setting

Child First registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in modern premises in the town of Aylesbury, and is managed by a limited company called Child First. The preschool serves the local area and is on two levels. There is a fully enclosed area for outdoor play.

The preschool employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The preschool opens Monday to Friday, all year round except for a week at Christmas and five training days a year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 92 children attending who are within the early years age group. The preschool receives funding for the provision of free early education sessions for three- and four- year old children. There is a sister-setting close by which offers care for children from two months to three years of age. The preschool 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 further improve the quality of the early years provision the provider should:

- strengthen the programme for literacy by providing more opportunities for children to link letters and sounds to help them learn to read.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements within the Early Years Foundation Stage. There is a strong emphasis on learning through play and they plan a wide range of stimulating experiences based on individual children's needs and interests. Consequently, children are making good progress in all seven areas of learning. Staff continually record observations while children play and record observations of children's achievements using photographs and quotations. They assess children's progress regularly and track their progress and development well, while keeping clear assessment records in children's individual learning journals. Staff keep effective records which note what children enjoy and achieve, and which they use well to plan for the next steps. This enables staff to be very effective in helping all children to progress well in areas of their learning and development. Staff make good use of a cookery activity to teach children about numbers, good health and social skills as they work well together counting the jam tarts after washing their hands.

Children have good opportunities to develop their language skills. For example, older children are confident communicators outside as they imaginatively retell a familiar story with their whales in the mud. Careful questioning from staff supports children to express themselves with flair and creativity. Children enjoy singing rhymes and listening to stories which further promotes their language development. They are successfully gaining the skills they need for future learning. They make recognisable letters and a range of books are used well to introduce children to stories and rhymes. Children are effectively supported to use numbers and count in a wide variety of activities such as baking, using the floor robot, and using the white boards. However, staff do not take every opportunity to teach children about letters and the sounds they make.

Parents and carers are well-informed about the provision because they receive summary reports and they can easily see the numerous information boards which contain copies of the policies and plans for the week. Parents are also kept well-informed about their child's welfare and achievements through daily conversations with staff. Where children are identified as requiring additional support, staff work closely with parents, and where necessary, other professionals, to ensure each child's individual needs are met. As a result, children with special educational needs and/or disabilities make good progress. Staff are fully committed to enhancing children's understanding of the world because they provide a wide range of different languages and cultural opportunities in the pre-school, particularly for children who are learning English as an additional language. Children enjoy learning about each other's cultures and backgrounds through sharing their family books, which include text and photographs as examples of other cultures and children's first languages. As a result, staff help children understand and value difference and promote equal opportunities very well.

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

Children have strong, happy and secure relationships with staff in this caring and nurturing preschool. Staff know the children very well and use this knowledge to plan exciting activities. Children settle very well because staff place a high priority on meeting their individual needs and they put into practice their comprehensive settling-in policy. For example, parents appreciate the sensitive and well-planned arrangements to ensure their children move happily from the nursery setting to the pre-school. Children are encouraged to be independent and show a good understanding and awareness of how to keep themselves safe. The environment is bright and welcoming. It is extremely well-resourced so that children can independently select from a range of soft storage boxes and choose what they wish to play. Children are encouraged to be independent in getting their own clothes from the spacious cloakroom, for example, if they need a coat or prefer some drier clothes after water play.

The staff help children to develop healthy eating habits through providing home cooked food, fresh fruit and water or milk. Children help themselves to a plentiful range of healthy food and drink. Fresh drinking water is readily available both indoors and outdoors. There are plenty of opportunities for children to be active and explore their environment so they

develop their physical skills well. For example, children and families recently enjoyed their sports day on a nearby playing field. Children have daily opportunities to be outside in the fresh air. Staff provide many challenges as children play in the tree house, the stimulating garden, and the outdoor sand pit.

Staff manage children's behaviour consistently using a positive approach. Staff are kind and gentle with children. They focus on the behaviour and not the child, using praise and encouragement which builds their positive self-esteem. Parents report that they are particularly pleased with the approach towards behaviour management. Consequently, children understand the consequences of their behaviour on others and develop self-confidence. Friendships among children are strong and some are excellent and longer-lasting. For example, children who have not seen each other for some weeks show pleasure, delight and excitement as they eagerly share their recent holiday experiences. Staff have recently introduced a new system of a praise present board where they can positively reinforce children's achievements and kind approach to others.

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

A thorough range of policies and procedures guide staff practice to successfully promote children's health and welfare. Recommendations made at the last inspection have been positively addressed to improve children's understanding of technology and their physical development skills. Self-evaluation is thoughtful as senior management continually look for ways to further enhance the provision. Managers are strongly committed to ensuring the safety of all children. All the required documentation is in place to ensure children are consistently safeguarded and protected. For example, there is a clear behaviour policy which sets out the expectations for positive behaviour. In addition, parents receive an electronic version of all the pre-school's policies, including managing complaints. During the inspection, parents commented that they were confident that any concern would be addressed rigorously and swiftly. The premises and equipment, both inside and outdoors, are assessed daily for risks to ensure that children are kept safe. For example, staff use walkie talkies to help them to communicate with each other as children move freely and confidently around the building, indoors and outside. The pre-school's comprehensive policies and procedures include the fully understood and safe policy on the use of photographs and mobile telephones. Accidents are clearly recorded and parents told me that they are consistently given a copy of the accident form. Staff fully understand the procedures to follow if they have concerns about a child in their care. There are robust procedures with regard to staff recruitment and vetting, which includes checking the suitability of staff and trainees. There are clear systems in place to ensure that ratios are exceeded at all times, which promotes children's safety. A high priority is placed on supervision and performance management to ensure that staff development needs are identified and creatively met. The manager places a strong emphasis on monitoring the children's achievement records so she can ensure that staff identify sensitively any individual child with additional needs. This means that children who may require an individual educational plan are assessed swiftly in and are skillfully supported to reach their full potential, in close partnership with outside agencies . There is a comprehensive

approach to training of staff led by the manager who expertly cascades any training she undertakes to others.

Parents are well-informed about the provision through a range of written and verbal communications with staff, including their key person. Every parent receives a copy of the preschool's policies and procedures. Parents are encouraged to be involved through coming to special events such as parents' evenings. Parents make very positive comments about the provision and particularly value the supportive settling in period. The preschool fosters effective relationships with other agencies and develops relationships with the schools children attend. This ensures that children settle well when they move provision. Effective relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning.

### **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>	EY453434
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	926213
<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>	92
<b>Name of provider</b>	Child 1st Nurseries Limited
<b>Date of previous inspection</b>	13/05/2013
<b>Telephone number</b>	01296 392516

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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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