

# Children 1st @ Chesterfield Royal

Dryhurst House, Royal Hospital, Calow, CHESTERFIELD, Derbyshire, S44 5BL

<b>Inspection date</b>	14/08/2013
Previous inspection date	05/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are provided with highly stimulating and enjoyable first-hand learning experiences by staff who know them extremely well and have a very good understanding of how children learn. Therefore, children's individual learning and development needs are significantly enhanced and they make excellent progress.
- Very close relationships and attachments with staff ensure children are happy and secure, and as a result, they are fully involved and confident at the nursery.
- Partnerships with parents are superb. The very effective sharing of information and excellent involvement of parents in their child's learning and care ensures that children's individual needs are quickly identified and met very effectively.
- The utmost priority is given to protect and safeguard the welfare of the children. This is evident through highly effective practices that successfully promote children's safety and well-being.
- Highly effective and sharply focused self-evaluation and monitoring of the provision means that children continue to receive high-quality learning experiences. Parents and children have an active voice in the evaluation of all aspects of the nursery; this means their opinions are really valued and they have a real say about changes within 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 interactions between the staff and children during activities both indoors and outdoors.
- The inspector supplemented all observations with pertinent questions.  
The inspector looked at samples of children's assessment records, planning documentation, the nursery's self-evaluation forms and a range of other documentation.
- The inspector held discussions with the manager, staff, director and children.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Yvonne Layton

## Full Report

### Information about the setting

Children 1st @ Chesterfield Royal is part of Breedon House Nurseries Limited. The nursery was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of the Royal Hospital, Calow, Chesterfield in Derbyshire. It is a privately owned limited company managed by directors. The nursery serves the local and surrounding areas and is accessible to all children. It operates from a converted building in its own grounds and there is a fully enclosed area available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and level 2. One member of staff has Early Years Professional Status. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions.

There are currently 122 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. Staff receive training and support as the nursery is a Council for Awards in Care, Health and Education accredited training centre. It holds Investors in People Award.

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

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

- build on the already excellent outdoor environment by, for example, providing extra opportunities for children to explore, investigate and develop different interests in the outside environment in order to enhance their learning and development.

### Inspection judgements

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

Children thrive and are well-motivated to learn in this extremely high-quality nursery. The highly effective teaching throughout the nursery ensures children are making excellent progress in their learning and development. The staff have superb skills and knowledge of the learning and development requirements and a first-rate understanding of how children learn. The stimulating environment, both inside and outside, ensures that all children make rapid progress towards the early learning goals. There is a high focus on the prime

areas of learning, such as communication and literacy. All of which ensures children are well prepared for entry into school and their future learning.

Children's learning is enhanced as the staff have a very high level of understanding of promoting children's interests and ideas. For example, a transport theme is devised after they discuss how they get to the nursery. This is extended to consider the holidays children have been on. They bring and discuss postcards they have received and talk about what they have seen and done on holiday. Children provide objects for an interest table, for example, stones collected on holiday. Their learning is extended as children make an aeroplane from recycled boxes. They paint and decorate it. This is displayed on a wall display in a three dimensional manner. Therefore, children's learning is extended as they discuss and consider dimensions.

Throughout the nursery, children's creativity is enriched as they express themselves freely in imaginative play, art and craft. They easily access and freely choose an excellent range of resources with which they can explore and investigate. For example, children develop their own play and learning as they choose their own resources for a water and washing-up liquid activity. They experiment and learn that they make more foam as they squeeze sponges. Cardboard tubes are used to make bubbles and expressive noises. In addition, children learn what happens when the tube gets too wet. Children explore texture and consistency as they mix their own paints using powder paint and water. They quickly learn what happens to the colour if too much water is used. Throughout the activities staff are skilful to provide support and encouragement when needed and know when to step back to allow the children to experiment for themselves. They very effectively encourage the children to think by asking challenging questions.

Detailed information is gathered from parents when children start attending the nursery, which provides staff with a clear baseline for their learning. Staff know the children extremely well and provide individualised play opportunities to enhance their progress. In addition, children's progress and development are observed and monitored effectively, with development records updated regularly. Activities are planned using children's individual next steps as a guide. Staff consult children about what they have enjoyed and seek their ideas for activities. As a result, activities are precisely matched to their needs and they make rapid progress in their learning and development. Detailed summative reports and the progress checks at age two are completed by key persons, using the information gained through the detailed observations made of children's learning and by consultation with parents. Staff provide interesting and challenging experiences that meet the needs of all children, including children with special educational needs and/or disabilities and those who speak English as an additional language.

Through well-planned, purposeful activities and the engagement of staff in children's play, children's communication skills, vocabulary and language are developing at a fast rate. Staff constantly talk to and converse with the children in their activities. Children's language and communication is fostered efficiently by staff extending their vocabulary and thinking as they ask open-ended questions and listen carefully to the children's responses. A 'Chatter Box', which contains different themed items, for example, for a discussion about the weather items include, gloves, hat and sun cream, is used to enhance communication and language. Children and staff hold rich discussions about what they find in the box. All

children enjoy looking at books and listening to stories with staff. Early writing skills are widely encouraged. For example, babies and toddlers have many opportunities to practise these. The wide use of the written word, including children's names, assists them in early reading and writing. Throughout the nursery, there is written text. For example, children's observations are included on displays. Staff extend children's use and understanding of mathematics extremely well. They ensure they are highly confident and capable in their use of number, names, counting, sorting and matching during planned and spontaneous activities. For example, traditional games, including 'Hide and Seek' are used to develop mathematical skills as the children count how many children have been found and deduct who is missing.

Children's awareness and understanding of the wider world is promoted very well. They have access to a variety of resources, including a rich range of posters and books which promote positive images of diversity. Visitors and outings enable children to learn about and experience the local community. For example, during a growing topic children visit a local garden centre and the centre staff speak to them about caring for plants. An ambulance visits the nursery and the crew support the children to investigate inside. Children are encouraged to learn about the natural world extremely well as they are supported by staff to look for worms and creatures as they dig in the earth. Staff extend their learning as they spot a feather on the ground and talk about where it has come from.

All children use a well-resourced outside area, which is divided into separate enclosed areas for younger children and themed play. Therefore, their learning and development needs are very well met. There is scope to further extend and enhance children's exploration and investigation skills in the outdoor environment by, for example, introducing sound, light and colour resources and refreshing some of the resources provided.

Partnerships with parents are highly effective. Staff exchange daily information and use communication diaries to ensure parents are well informed about activities and the care of their child. Staff share children's progress records with parents at parents' evenings and informally. Parents are able to access their child's records at any time. Staff's strong commitment and extremely effective communication with parents ensure that children's learning and development benefit as involving them enables them to play a full and active role in their child's learning. For example, parents receive information leaflets about learning and development, different activities and care. Parents are proactively encouraged to complete home observations of their child's progress. They can 'pick' and take home and try the activity suggested on leaves from 'The Activity Tree'. In addition, parents are encouraged to place notes on a 'Our Activity Board' about events and their children's achievements at home. Each child has an individual care plan which is updated regularly in consultation with parents.

Transitions to different rooms for the children within the nursery are handled sensitively and children's individual learning needs are well met. Careful consideration and consultation is held with parents before children move rooms. The nursery have transition workers whose roles are to make sure when children move rooms they settle and are content. This means children's learning and development is constantly enhanced.

An excellent range of resources and the staff's very good teaching ability ensure children can fully extend their future skills. Older children are superbly prepared for school as the staff proactively promote independence and group skills. For example, they learn to sit and listen attentively during group sessions. Children are encouraged to engage in early reading and writing. School staff routinely visit the nursery. In addition, the nursery holds a graduation ceremony which helps children to prepare for school. Development files and summative reports are shared with other providers when the children leave the setting, after consultation with parents. Partnerships with other agencies are very proactive. This means that individual children, including children with special educational needs and/or disabilities and those who speak English as an additional language, learning needs are fully met.

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

Throughout the nursery, children are extremely happy and very well-settled. They are highly confident as they engage in conversations with staff and visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. Staff know the children very well and, therefore, are able to meet their care and learning needs effectively, including those children who speak English as an additional language and those who have special educational needs and/or disabilities. Children thrive in the nursery and enjoy the different experiences offered as staff give consistent support and provide an environment that meets their learning and development needs very well. An effective key person system makes sure that strong relationships are formed between staff, children and their families to promote a good level of well-being. Family books and themed books of photographs of the children and their families and photographs of them participating in activities contribute very well to their self-esteem and sense of belonging.

Children demonstrate through their behaviour that they feel safe and secure within the nursery. They behave well because the nursery has established rules based on kindness, safety and respect. Staff consistently encourage them to remember the rules and children respond and recall them easily. For example, children are encouraged to use 'listening ears' and 'kind hearts' to consider why certain behaviour is not acceptable and what behaviour is expected of them. Therefore, children are very effectively learning about social responsibility and accepted behaviour. Staff build respectful and caring relationships with all the children and their families. Parents and children readily discuss what is happening in their family. Staff engage children well to learn about different cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations. In addition, parents are encouraged to share information about their own cultures.

Children are learning about safety and self-care by excellent routine activities and discussion. They learn to keep safe as staff constantly remind them about why they should not run on the decking and about using the stairs safely. In addition, they learn about

road safety from a visiting road safety officer. Older children are very effectively learning to take risks safely and use tools properly as they enjoy activities including, making a light bulb light and they use real tools and resources for woodwork. Therefore, they develop a high understanding of how to assess risk. Children are very effectively learning about self-care and personal hygiene by consistent routines, staff reminders and activities. Younger children's nappies are changed and toilet training needs are handled with sensitivity. Staff use this opportunity to engage the children in rich conversations that extend learning and build attachments.

Physical skills and exploration are exceptionally well-promoted as children use small and large physical equipment that build their skills superbly. All children have access to a rich outdoor environment, where they are challenged and learn to take risks safely as they use the equipment. This includes, large climbing and balancing equipment, a large fort, tyre swings and trails. Children learn about their bodies through activities, music and action rhymes. In addition, the nursery provides extra activities, including, a music and movement session. Children enjoy a wealth of nutritious snacks and meals. Individual dietary needs are well known by all staff. The nursery has an extremely high focus on promoting healthy eating. They promote this with and involve the children superbly. For example, 'Mr Harvey Bear' a chef teddy bear oversees all meals and is used to promote healthy eating and food through activities and events. The nursery provide healthy eating leaflets for parents. There is a different fruit or vegetable available in small packets for the children to take home every day. In addition, parents and children are encouraged to have fresh fruit kebabs for celebrations at the nursery. Children learn about the need for healthy food through many additional activities, such as displays, food tasting, cooking and baking. For example, children are involved in peeling and preparing vegetables for meals. This means that children's learning and the engagement of parents to promote healthy eating is very effective.

Children are exceptionally well-prepared for transitions from home to the nursery. Settling-in visits and play sessions are provided for as long as they are needed to ensure children are settled and parents reassured. Staff are extremely alert to ensure that children's emotional well-being is promoted and assured, including children who speak English as an additional language and with special educational needs and/or disabilities. Older children are prepared well emotionally for school as staff discuss possible routines and what is expected from them at school to reassure and prepare them.

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

This is a very well-led and managed nursery. Management is highly involved in the practices of the provision. They take great interest in the delivery of the Statutory framework for the Early Years Foundation Stage and how staff are implementing it through their regular, focused monitoring of staff practice. Appraisals are held for all staff and the observations made by management of staff and by peer on peer observations of performance, clearly focus on their professional development. This ensures they are able to maintain and improve their already excellent knowledge and practice. Staff training is

well-embedded and managed, ensuring that all staff have the skills to meet children's needs. The management team and staff know every child and parent in the nursery very well and use this knowledge to support and progress individual children with their care, learning and developmental needs. The planning of activities and children's progress is tracked effectively to ensure that they are making good progress in line with their peer group and support is provided to help narrow the gap if necessary. All of this means that children's needs are quickly identified and exceptionally well met.

Children's well-being and safety is highly supported as the nursery has excellent staff recruitment procedures and effective ongoing suitability checks that ensure staff are suitable for their role. Staff, students and volunteers undertake an inclusive induction procedure, which clearly identifies their role and responsibilities. Each student and volunteer has a mentor and all staff clearly understand their role and responsibility for supporting and monitoring students and volunteers. The management and staff readily give advice and support to ensure that they interact and communicate well with the children. The provider ensures that details of the students, including their suitability to be with the children, are in place before they commence their placements at the nursery. Staff within the nursery become Nursery Ambassadors. This role is allocated to staff who show positive leadership and are good role models. In addition, they overview management and staff practice and become buddies and mentors.

Staff have a very strong, secure knowledge of child protection issues. This is enhanced by, safeguarding and child protection training. This ensures that staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children's well-being is extremely well assured as the premises are very secure, and robust safety and security procedures ensure children are extremely well protected. There are secure collection procedures, which make sure children are collected by a known adult. In addition, very efficient safety procedures, routines and detailed risk assessments enable staff to provide a safe environment. There is a wide range of policies, procedures and records, including effective accident and medication records, which proactively support the safety of the children and the management of the nursery.

The superb partnership with parents contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, this ensures they are confident to leave their children in the nursery's care. There is excellent communication with parents, which ensures continuity of children's care, learning and development. Regular newsletters and the two-way sharing of written and verbal information, enhances parents' experience and extends children's learning. In addition, the nursery is proactive in involving parents in events, such as, 'The International Family Day' where parents are invited to attend the nursery and be involved in activities that promote learning through play and social activities. Also, they hold regular parent evenings, social and charity events, including, garden parties.

Children's well-being is promoted strongly as the nursery has very good monitoring and evaluation in place. Leaders constantly pursue excellence within all areas of the nursery. They are inspirational to staff as they drive further improvements and achievements to maintain their high levels of practice. All staff are included in the self-evaluation process of the provision. Parents' views about all aspects of the nursery are sought by questionnaires



and by a steering group, which includes parents. Children have an active voice in sharing their ideas and opinions about the nursery. For example, a Children's Council at the nursery is held. Here children's views are sought, listened to and acted upon. All of which ensures that parents and children have a real say and effectively, alongside the nursery management and staff, ensure the nursery continues to provide the highest quality learning opportunities and care for children.

### **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

<b>Unique reference number</b>	206321
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	932292
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	122
<b>Name of provider</b>	Breedon House Nurseries Limited
<b>Date of previous inspection</b>	05/03/2012
<b>Telephone number</b>	01246 563 644

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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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