

Children First @ Toton

5 Banks Road, TOTON, Notts, NG9 6HE

Inspection date	08/11/2013
Previous inspection date	08/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 learn exceedingly well in an enabling, exceptionally well-resourced environment that fully promotes their independence and creativity.
- A highly motivated management team is in place. This is reflected through the tailored range of professional development and training opportunities that is offered. As a result, all staff are exceedingly well skilled and able to support children's wide ranging needs.
- Children feel safe and secure within the warm and welcoming environment. The highly effective key person and buddy person enables them to form secure attachments.
- The outdoor area is a rich learning environment. Children enjoy a wealth of opportunities to develop physically and emotionally, and to expand their imaginations.
- Robust systems for reflecting on practice, involving directors, managers, staff, parents and children precisely identify priorities for continued improvement.

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 was given a tour of the nursery on arrival.
- The inspector looked at a selection of policies, planning documents, menus, children's records and their learning journals and the provider's self-evaluation form.
- The inspector spoke with two directors, the manager, staff, parents and the children throughout the inspection.
- The inspector took account of views of parents spoken to on the day and from written information included on parent questionnaires.
- The inspector observed the children playing in all the playrooms and the manager and inspector conducted joint observations in the baby room and the pre-school room.
- The inspector checked evidence of complaints procedures.

Inspector

Cathryn Wilkinson

Full report

Information about the setting

Children First @ Toton opened in 2001 and is part of the Children 1st Nursery Childcare group. The nursery is housed in two separate adjacent buildings on the same site in Toton and is close to local schools. It has easy links to the A52, M1, Attenborough and Long Eaton railway stations. It is also on a direct bus route into the city of Nottingham. Babies are accommodated in the bungalow while older children, including, those who attend the out of school club, are in the main nursery building. There are three outdoor areas. The nursery is open each weekday from 7.30am to 6.30pm, closing only for public holidays and one week at Christmas. The nursery serves families in the immediate and wider community.

There are currently 201 children on roll. The nursery also offers care to children aged over five years to 12 years before and after school. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education to children aged two-, three- and four-years-old.

There are 28 staff employed to work directly with the children. Of these, one holds Qualified Teacher Status and 23 have appropriate early years qualifications at level 2 and above. There are four trainees who are working towards a qualification. The nursery also employs a cook, a housekeeper and an administrator. The nursery is a member of the National Day Nurseries Association. It is an approved Council for Awards in Children's Care and Education (CACHE) accredited early years training centre.

What the setting needs to do to improve further

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

- enhance the already excellent partnerships with parents and carers by exploring further methods to involve them in their children's learning and development.

Inspection judgements

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

The staff at the nursery have very high expectations of themselves and of the children. Children flourish and meet their full potential taking into account their starting points and capabilities. The manager and her staff fully understand how to best implement the Statutory framework for the Early Years Foundation Stage and recognise the uniqueness of each child. Observations of the children are carried out continually and throughout the day as they play, so that staff are able to accurately identify their next steps and their interests enabling them to plan challenging play experiences. Planning is displayed on

room doors for all parents to view which allows them to extend that learning at home. Parents know their children are learning as staff share photographs of the children's achievements, parents read observations in their children's learning journals and daily communication diaries and verbal feedback also confirms their child's development. A parent comments, 'The progress is amazing, his speech is really good now. The staff spend time playing and getting to know the children and provide feedback every day'. Assessments, such as the 'progress check at age two', efficiently and effectively support children's future learning needs and extra support they may need. Ongoing assessments are monitored and strengths and weaknesses of groups of children noted. Staff reflect on their findings, and as a result, improve practice in teaching. All children work extremely well together. They show care and concern for their friends and are very independent in their play and explorations of the many high quality activities that are available to them. This allows the children in seamless transitions from room to room and then onto school. Staff prepare a range of activities for older children, such as, singing together, sharing story books and listening to their friends as they confidently recite words for a performance. This helps children learn the necessary skills to prepare them in readiness for school.

Children benefit greatly from the outstanding nursery environment both indoors and outdoors. Babies are safely nurtured in a warm, calm environment. They crawl confidently and smile at themselves in mirrors. Babies smile at their photographs as they play with home-made shakers embellished with their own faces. They choose their own toys from selections that are carefully organised, immaculately clean and beautifully presented all within their own reach. Young toddlers play with their key person in the role-play kitchen making cups of tea and sharing food. Others learn about chalks, crayons and paint as they make marks on a variety of surfaces of their choosing. All staff use every opportunity to support these children's emerging language skills by emphasizing key words and continually talking to them as they explore their creativity through play. Other toddlers enjoy music. They dance and laugh with enthusiasm and confidence, all in the safety of the soft play area.

Those children who learn best outdoors are very well catered for as there are three dedicated, stunning outdoor areas for the different ages and stages of their development. They are excited to play outdoors, they learn about growing plants through caring for tomatoes, potatoes and sunflowers. They observe frogspawn then tadpoles changing into different stages of frogs. There are daily opportunities for younger children to weave in and out of the maze or for them to enjoy the secret garden tucked away behind the bushes. Staff play parachute games with older children and they excitedly listen to the instructions and anticipate their turn. Meanwhile other children are eager to continue improving their mark-making skills in the outdoor environment, where there is a wealth of resources that they can choose from and have easy access to.

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

The key person and buddy system contributes exceptionally well to children's feelings of well-being and security as there is always a dedicated person to attend to their needs. The children's individual and unique needs are managed very well by the staff because they

seek detailed information from parents about their care and routines at home. This information forms part of each child's personal care plan. At the end of each day that they attend, information is shared ensuring that changing needs are extremely well met. Care practices are exemplary throughout the nursery as consistently very high standards of hygiene and safety are maintained. Children clearly demonstrate that they feel safe and have a real sense of belonging to the nursery. There are family photograph books for children to look at and these are seen throughout the nursery. Children rest and sleep according to their own individual needs and routines. Parents can choose for their baby to sleep in cots indoors or tucked up in large prams in the fresh air outdoors. Staff comment that babies sleep soundly outdoors.

Transitions into nursery and between rooms are managed particularly efficiently with the focus on children's well-being. Parents work alongside the staff to ensure that the child is supported to settle and that their parents feels confident to leave them. Parents praise the smooth transition from the baby unit into the main nursery building and are very appreciative of the caring staff, who make it possible. Children enjoy nutritious, healthy meals and snacks, which are prepared and cooked on the premises each day by the nursery cook. Account is taken of children's dietary needs, allergies and preferences. Menus are displayed on each room door, website and in the foyer, where parents can collect a paper copy of the week's menus. The older children's independence is very well supported as they serve themselves to their food at lunchtime. Children are competent at spooning food onto their plates and pour drinks carefully. Staff sensitively remind them to use two hands to pour their drinks and avoid spills. They sit with the children at meal times to act as excellent role models as they demonstrate social skills and create a warm and pleasant occasion. They use this time to extend learning. Children talk about their likes and dislikes of a variety food and where peas and bananas come from. They skilfully scoop food pushing it from their knife onto their fork. Children talk quietly at their dinner table and say they use their indoor voices as some of the babies are asleep next door.

Children's behaviour is excellent. This is because staff act as positive role models and take time to explain to children so that they clearly understand about acceptable behaviour. Children are able to manage their own safety and take risks because staff have created an extremely enabling environment in which they can do so. Children have many opportunities for physical exercise inside and outside in the exciting nursery gardens. The outdoor areas are easily accessed from the indoor rooms and all children enjoy daily opportunities to play outdoors, whatever the weather, wearing appropriate clothing. They also go on many regular trips in the immediate area, such as shopping for baking ingredients and to learn about recycling on a visit to the recycling centre. Children's health is very well safeguarded by staff who gather thorough information and keep robust records of any medication they administer. A small sensory room allows children to have a quiet reflection on the time they spend in this lovely welcoming nursery.

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

This well-established nursery meets all the requirements of the Statutory framework for the Early Years Foundation Stage exceptionally well. It provides a very welcoming

environment where children and parents are valued and respected, putting the child at the centre of everything they do. Underpinning the successful manager is a network of a cluster manager, directors and an inspirational owner who aspire only for the best for the children and families attending their nursery. Ongoing self-evaluation and critical reflection, which takes account of the views of parents, children and staff, form part of the process. This ensures that everyone has a clear understanding of the strengths of the nursery and is involved in the identification of ongoing areas for development. Recommendations made at the last inspection two years ago have been successfully addressed.

Robust recruitment and induction procedures help to ensure the suitability of all new staff. Staff retention is excellent and this is because they love working at the nursery and feel totally supported by the whole leadership team and the manager. Targeted programmes of professional development ensures that staff are constantly improving their already first-rate understanding and practice. A communal desire to deliver the greatest results is shared among all staff, management, parents and children. Robust monitoring, moderating and staff support systems provide a very high quality workforce. Meeting the safeguarding and welfare requirements is of very high priority to the manager and leadership team. They all have an excellent understanding of their responsibilities to keep children safe and have a robust range of policies and procedures in place to support this. Children are extremely well safeguarded as a result. The environment is very safe for children and this is due to thorough risk assessments combined with staff vigilance.

The nursery works extremely well in partnership with parents and carers. They share a wealth of information with the aim of getting to know the children and their families very well. Ongoing information is shared through the nursery website, diaries, newsletters, emails, photographs and parent information evenings. In addition, opportunities for families to join children at the nursery for activities, such as garden parties and harvest activities, further help to secure relationships. A family member reads and tells stories to the children and another family member is working on a gardening project alongside the children. The nursery has developed a Parent Partnership Group in which parents are involved in linking with staff, supporting the nursery with a range of decisions. Very effective partnerships with local schools have been developed and these partnerships are enhanced by the nursery's before and after school care. Support from other outside agencies means that all children's needs are exceedingly well met.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	258613
Local authority	Nottinghamshire
Inspection number	937940
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	120
Number of children on roll	201
Name of provider	Breedon House Nurseries Limited
Date of previous inspection	08/11/2011
Telephone number	0115 972 1113

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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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