

# First Class Nurseries

St Mary's School, Oakfield Road, Bridgwater, Somerset, TA6 7LX

<b>Inspection date</b>	29/04/2014
Previous inspection date	14/07/2010

<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

- Staff provide consistently high standards of teaching, which significantly motivates children to learn through becoming engrossed in purposeful play.
- The excellent partnership with parents ensures staff share extensive information to enable them to understand each child's uniqueness.
- Staff provide a highly enabling environment so that children become independent learners.
- The strong management team have highly effective systems of self-evaluation and staff development to ensure continuous reflection to provide exceptional, high-quality outcomes for children.
- Staff have an excellent knowledge of the importance of promoting children's key areas of development to prepare them extremely well for their next stage of learning and school.

## 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 children in all rooms and the outdoor areas.
- The inspector carried out a joint observation with one of the managers.
- The inspector checked safeguarding information and the premises.
- The inspector spoke to parents, children and staff present on the day and took account of the nursery's self-evaluation and parents' surveys.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

First Class Nurseries registered in 2002. It is privately owned by the two managers. The nursery operates from a purpose-built building, which is situated on the site of St. Mary's Primary School, in Bridgwater, Somerset. The building consists of an entrance, two main playrooms, a library, office, kitchen and toilet facilities. Children access an enclosed outdoor play area. The pre-school children also share use of the reception class outdoor area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday for 50 weeks of the year from 8am until 5.30pm. There are currently 72 children on roll in the early years age group. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. There are nine members of staff including the managers. Of these, one holds a qualification at level 5 and eight are qualified at level 3.

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

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

- consider introducing a second key person so that children always have a special adult available if their main key person is absent.

### Inspection judgements

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

Children make rapid progress in all areas of their learning and development from their starting points. This is because staff have an excellent understanding of how children learn and each child's uniqueness. When children start at the nursery staff seek extensive information from parents about their children's care and development needs. They then regularly monitor children's learning through focused observations and regular discussions with parents. This enables them to have a comprehensive knowledge of each child's learning and development needs. As a result, staff plan exciting activities and skilfully interact with children to comprehensively challenge their learning further.

Staff provide outstanding support for children's key areas of development, which prepares them extremely well for their next stage of learning. Practical activities lead to purposeful speaking and listening. Staff teach children to listen to each other and take turns in conversations. Children make up their own verses to songs and use sign language, developing an excellent understanding of different ways of communicating. Children are active learners; young children work together well to manipulate a large parachute and older children help each other to cut sticky tape for example. Staff provide high quality support and an enabling environment. Consequently, children's play is long lasting and

imaginative. Staff have an outstanding awareness of organising the daily routines to enable children to extend their thinking over a sustained period. This motivates them to concentrate and become fully engaged in their learning. For example, children playing with the dinosaurs spend an entire morning building them a cave. They select boxes, cut them to a desired shape and work out ways of fixing them together. Staff encourage children to extend their ideas so that they become engrossed in their learning. Staff are highly effective at encouraging children to solve problems through trial and error, thinking of different ways to work together to complete a task. They ask excellent questions, such as 'how could you make that smaller?' and 'what can you use to make a roof?' for example.

Children become confident, independent learners because staff have high expectations and give children age-appropriate responsibilities. For example, they encourage children to serve their meals and spread jam on their rice cakes. They promote children's mathematical development extremely well. For example, younger children learn about sizes through the skilful interaction from staff, using a popular story about three bears. They find different size bowls and spoons in the mud kitchen to act out the story. Older children draw and cut out a spiral; they say the Nile is the longest river in Egypt and that Pyramids are a triangle shape. This leads to children eagerly talking about Queen Nefertiti, Tutankhamen and that they used to write with pictures called hieroglyphics. Staff support older children in linking sounds with letters, recognising their name and writing recognisable letters. Staff plan more whole group and practical activities for the pre-school children in order that they are ready for school.

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

Children are exceptionally happy, settled and confident because each key person is highly skilled at supporting children's emotional development. They seek excellent information on children's home background, so that they get to know each unique child extremely well. Children have strong relationships with staff, including those new to the setting. This has an extremely positive effect on children's well-being. Parents comment extremely positively on the regular exchange of information with their child's key person. Staff invite parents to a meeting to discuss how they can work together to support the children in preparation for moving on to the pre-school or school.

Staff provide highly positive role models for children, encouraging sharing and thinking of others. As a result, children spontaneously include each other in games and work together harmoniously. Staff encourage effective behaviour and children have an outstanding understanding of expectations. For example, when staff shake a tambourine children stop what they are doing, walk to the front of the room and wait for instructions. Children's behaviour is exemplary; they all help to tidy up and take care of the environment. Young children know to stop playing their instrument when the music stops and then swap so they all get to use them all.

Children use an extensive range of high-quality resources both indoors and outside. The excellent organisation provides an enabling environment to meet children's preferred

learning styles. For example, children develop their early writing skills in the garden as they chalk, use clipboards and whiteboards; inside young children do the same using foam. Resources are at low-level and this enables children to initiate their own learning. Staff ask children how they could look closely at a spider, so children get magnifying glasses. Young children enjoy using binoculars to look at the birds and staff provide pictures so that they can identify them through looking at similarities and differences.

Staff support children's understanding of safety during their games extremely well. A member of staff encourages children to think about using an oven safely when they pretend to make cakes, for example. Children then talk about not eating the cakes too soon as they are hot and can burn your mouth. Children regularly practise the emergency evacuation procedures with both the school and when the managers unexpectedly set up a scenario for staff. Children use a range of tools safely and assess risks for themselves. Staff follow exceptionally hygienic procedures when changing nappies to protect children's health. Children enjoy a daily 'Wake and shake' session outside, before coming in to wash their hands and have their snack. This promotes awareness of the importance of physical exercise and hygiene. The children notice that their heart beats faster and that they need to drink more water. Children comment on milk being good for their bones and staff extend this with older children by explaining how it gives us calcium. Staff extend children's understanding of health and hygiene through real experiences, such as inviting a dental hygienist to the setting. As a result, children now clean their teeth after lunch.

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

The managers have an outstanding awareness of their responsibilities in meeting the requirements of the Early Years Foundation Stage. There are excellent procedures to keep children safe and ensure they reach their full potential. The managers ensure that throughout the recent staff changes they continue to meet ratios and children's individual needs extremely effectively. There are robust recruitment and vetting procedures in place to make sure staff are suitable and remain so to work with children. Through the extensive induction programme they mentor and support new staff in meeting the same high standards they expect from all staff. Staff implement the robust safeguarding procedures, supervise children and deploy themselves effectively and carry out extensive risk assessments. This helps to keep children safe, while promoting their independence. The managers organise staff shifts so that children are with their key person as much as possible. The managers monitor children's overall development to identify any additional support. This includes the required progress check for two-year-old children and 'Every Child a Talker' monitoring forms. Staff have well organised, extensive documentation for the safe and efficient management of the setting.

The excellent partnership with parents has an extremely positive effect on children's care, development and welfare. Staff exchange with parents extensive documented and verbal information on every aspect of child's care and learning. Parents have regular meetings with their child's key person and photographs show parents how children display characteristics of effective learning. They also provide guidance and information on

promoting learning at home. Staff involve children in the planning and invite parents to take part in activities. Parents' feedback is exceptionally positive, stating that the managers and staff are very approachable, answering any queries they may have to reassure them. The management inform parents of any changes to the provision, staffing or practices. Staff have excellent links with other settings to share a consistent approach to children's learning and development. They work closely with schools and parents to support children's move to school.

The managers believe parents' feedback is invaluable and provide parents with details about how to make a complaint if they are unhappy with any aspect of the provision. They have formal and informal ways of seeking their opinion and use it to review their practice and implement new ideas. For example, they now invite dads, granddads or uncles in to involve them in activities and children's learning. The managers have extremely high expectations and continually monitor and evaluate their practice. All staff have excellent opportunities to continue to update their knowledge through professional development. They cascade any training at team meetings so that they can review their own practices and discuss any actions to implement for development. The managers organise in-house training and invite staff, parents and other providers to attend so they can all share their experiences. The managers provide regular supervision and exceptionally good support for staff, encouraging staff to do the same for each other. Consequently, staff are confident to share experiences and continue to enhance their practice and the outcomes for children from constructive reflection.

### **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

<b>Unique reference number</b>	EY240256
<b>Local authority</b>	Somerset
<b>Inspection number</b>	960732
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Denise Jane Meeks and Lisa Anne Coram Partnership
<b>Date of previous inspection</b>	14/07/2010
<b>Telephone number</b>	01278 424450

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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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