

Children 1st @ Shepshed

55 Forest Street, Shepshed, LOUGHBOROUGH, Leicestershire, LE12 9BZ

Inspection date	22/04/2014
Previous inspection date	29/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- The key person system is firmly embedded and great care is taken to build strong attachments with all children. Robust partnerships with parents ensure they have a voice in the nursery and contribute to their children's learning. As a result, children feel extremely confident and self-assured in the nursery.
- The nursery has a robust recruitment process that ensures only passionate and suitable individuals work at the nursery. A very strong commitment to the continued professional development of the staff, through excellent training and support of unqualified staff and personalised internal training, ensures staff remain suitable.
- Staff have an excellent knowledge of safeguarding procedures, as a result, children are kept safe.

It is not yet outstanding because

- At times, not all staff follow company procedures to maintain the high standards of health and hygiene in the nursery, by washing their hands after blowing children's noses and handling dirty tissues.
- Children's independence is not fully maximised, because staff in some rooms do not consistently give children the same opportunities to serve their own food at meal times and pour their own drinks.
- The system of wearing different coloured uniforms to demonstrate to parents which staff are qualified is not fully effective.

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 had a tour of the nursery, looked at documentation and spoke to staff and parents.
- The inspector observed children and looked at their learning journey records.
- The inspector held a meeting with the manager and members of the senior management team and conducted a joint observation.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Samantha Faulkner

Full report

Information about the setting

Children 1st @ Shepshed was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Shepshed in the Charnwood district and is one of 15 nurseries in the Midlands run by Breedon House Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from a converted three storey detached house. The nursery employs 23 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and 3. Two of these members of staff are qualified at level 6 with Early Years Professionals status. The nursery opens Monday to Friday all year and is open from 7am to 6pm. Children attend for a variety of sessions. There are currently 141 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure all staff promote high standards of health and hygiene in the nursery by washing their hands after blowing children's noses and handling dirty tissues

- offer all children the same learning opportunities to develop their independence and confidence by teaching them how to serve their own food at meal times and pour their own drinks

- ensure that parents are consistently informed about which staff are qualified, for example, by effectively implementing the system of wearing different coloured uniforms.

Inspection judgements

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

The nursery is extremely spacious and provides lots of smaller rooms for children to move between, accessing different play equipment during different parts of the day, such as meal times. There is a good variety of resources and the rooms are thoughtfully organised by the staff that know what children enjoy playing with. Children are encouraged to take responsibility for their environment by helping to tidy away during the day, respecting their toys or selecting different one as they require. Children are welcomed into the nursery. This starts with two settling-in sessions with their parents, during which time staff find out about each child. Staff are interested to know about their care routines, what they like, their interests and any learning they do at home. This information is used to

help children settle and to determine their starting points. Staff carry out their own observations and link these to ages and stages of learning to make sure that they provide a truly focused curriculum for all the children. The staff team in each room meet weekly and consider how well children involve themselves in activities and whether they enjoy learning. Children demonstrate different styles of learning and staff use this information to plan for the following week. They discuss what worked well and what all the children's next steps are. As a result, there is breadth and depth to the curriculum and children have opportunities to learn across all seven areas of learning and development. There is a good balance of child-initiated and adult-led activities. For example, the large outdoor environment enables children to play and explore on the large logs and balance beams, be active learners when they play hide and seek with staff and think critically when they construct a large rocket with building blocks. As a result, teaching is good.

Staff complete regular assessments by monitoring progress on children's trackers and sharing this information with those parents who attend parents' evenings or 'next stops' meetings when children move rooms. They complete the progress check between the ages of two and three years and share this with parents. This helps parents to support their child's learning at home. As a result, children are making good progress and gaining the necessary skills to support their future learning. The nursery supports children's communication and language. Staff use open-ended questions and pauses to give children time to think and answer. Staff use simple sentences and single words with the younger children and repeat key words that they use, such as 'ball' when a baby rolls a ball back and forth across the floor. Older children make up a story about the Easter bunny and the member of staff dictates as they speak, clarifying she has understood them and prompting the children to think of the next line. Once finished, children draw a picture to represent their story and it is read back to them. As a result, children engage in lovely conversation and are confident communicators. Children are prepared for school. They participate in opportunities for writing, by using their 'busy books' and learn to be attentive and listen to instructions during circle time. Parents attend a meeting at the nursery with the Early Years Professional prior to attending school. This enables them to plan to support their children during their final year at the nursery, understand the implications of the changing routines and to help prepare their children. As a result, children are ready to move to school.

Staff have appropriate training to help children with additional needs and the nominated person is experienced and knowledgeable. Although the nursery does not currently support any children with special educational needs and/or disabilities in the early years, staff would adapt their teaching strategies to ensure all children in the future are included and able to take part in activities to promote their future learning. The nursery involves parents in their children's learning, who share information from home and complete new 'next steps' information when children move to a different room. Staff tell them daily what the children enjoy and learn and provide more detailed information by sharing children's learning journey records at parents' evenings, held twice a year. This shared approach to children's learning means they make good progress from their starting points.

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

The key person system is well embedded into the daily routines of the nursery. The key persons are very knowledgeable about their children and are focused on ensuring that they make good progress at the nursery. There is a support system in place with co-workers to cover key staff during absences. All staff have strong bonds with the children and gather good information from parents to ensure their child's needs are met. The children are happy and settled and confident to chat to the inspector. Staff engage well with children as they change their nappies and continue to teach them, through singing or chatting and close eye contact. As a result, children are settled and thrive on the close bonds they have with the staff. Children's independence is promoted in some rooms. Older children use a self-registration in the morning and choose which peg to put their name tag on. They use the toilets on their own and children dress and undress for the outdoors. Water is available throughout the day, as are tissues. Independence is further promoted during the snack bar, when children choose when to stop their play to eat. Most children pour their own drinks and serve their own food. However, this is not consistent in all the rooms. Staff in some rooms do not give children the same opportunities as their friends to learn how to manage their own needs by serving their food or pouring their drinks. Staff in the two baby rooms wipe children's noses but do not start to teach children how to do this themselves. As a result, not all children have the same opportunities to learn to be more independent in readiness for moving rooms. Transitions are good between rooms. Parents are informed and meet with new staff. The key person takes children on short settling-in visits and only moves children to a new room when they are developmentally and emotionally ready and staff are led by the children. As a result, children enjoy their time at the nursery and the strong support from their key person ensures they are emotionally secure. Good partnerships with schools ensure that children have a smooth transition. Staff provide written information about children's learning and next steps in their development and reception teachers are guests at children's graduation and meet the children at nursery. This enables staff to verbally hand over any information and enables the school to deliver a consistent approach to teaching. This supports children's personal and emotional development.

The nursery keeps children safe by implementing clear policies and procedures and ensuring the building is secure at all times. Access from the outside is by a key fob and staff in the manned reception desk use a door release button to open the doors from the inside. Safety gates ensure younger children move freely and prevent accidents on the steep steps to the ground floor. Staff in the baby room check sleeping babies regularly and only use the outside prams with prior parental permission. Staff help to teach children about personal safety when they use the balance beams in the garden and use the soft play equipment. Children understand risks and staff encourage children to challenge their limits through constructing large scale models out of blocks that children then climb on. Younger children are supported on small steps and climbing obstacles in their room. The nursery has written risk assessment, which are detailed and reviewed annually. These are shared with staff who understand the measures in place to safeguard children. Behavioural management strategies are age appropriate and staff are consistent in their approach. As a result, any potential disruptive behaviour is dealt with quickly and children behave well during the inspection as they know what is expected of them. The staff team work well together and support the children's needs. Effective staff deployment allows children to free-flow between the rooms and the garden. The management systems for

ensuring ratios are maintained are excellent and ratios were correct on the day of the inspection. Records show that ratios were also correct during the weeks prior to the inspection.

Parents contribute to information about children's care routines, sharing information about bottles and weaning, nappies and sleep patterns. Staff record this information and work in partnership to maintain similar routines at the nursery. Children's health and hygiene are promoted throughout the nursery most of the day. Protective aprons and gloves are worn during nappy changing, to prevent the spread of germs, and children always wash their hands before handling food. Staff have good systems in place for preparing bottles, cots and sleep mats. Visiting professionals, such as a nurse, dentist and optician, talk to the children about staying healthy and looking after themselves. The nursery has clear procedures displayed to remind staff about the importance of preventative measures, to reduce the risk of cross contamination. However, in two of the rooms, staff consistently do not use the gel to wash their hands after blowing children's noses. As a result, there is a risk of passing on germs to other children. Children engage in daily exercise by using the climbing frame, running around in the garden, using the soft play room and using the physical play equipment in the baby room. With the exception of babies who do not have a change of clothes, children have daily opportunities to explore the fresh air in the extensive gardens, as a result, children's understanding of the world and their physical well-being is promoted. The nursery provides a balanced menu for the children and encourages healthy eating during all meals and snacks. As a result, children are keen to try new foods, supported by colourful menu cards, used as a talking point during meals.

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

The manager is extremely well informed in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage and is very well supported by a team at head office. The manager keeps up to date with any changes on the Ofsted website and reads relevant publications. With the support of the company, regular audits are carried out to monitor compliance with the requirements, as a result, there are no breaches to them. Safeguarding is of paramount importance to all staff, who are extremely knowledgeable and confident about the signs and symptoms of abuse. The manager has an excellent understanding of what to do if they have concerns about a child and the other professional agencies that need to be informed. Regular staff meetings and company events are used to reinforce policies and procedures, to keep children safe and to reflect on any changes made. Record keeping is impeccable. The manager passes daily information about staff, children and the nursery to head office, who reflect on this information and provide immediate support when required. Staff recruitment procedures are excellent. There are innovative strategies and systems in place to ensure only passionate, suitable individuals are recruited and good systems are in place to monitor their continued suitability. Written references and two forms of identification are recorded and kept. Information about staff suitability is reviewed and the manager is meticulous about ensuring staff remain fit and well to safely supervise children, which includes return to work interviews and phased returns after periods of absence.

The manager and deputy have a very high level of awareness of the curriculum and effective evaluations are ongoing. Staff record individual progress onto trackers and this information is used to complete a cohort study of the children, which identifies weaknesses in the curriculum or within groups of children. This enables immediate changes to be made, ensuring children make good progress. The manager is exemplary in her monitoring of staff. She observes their direct practice through peer observations and reviews their record keeping and knowledge of their key children. Staff have regular appraisals and supervision, during which time they discuss their own needs and children's individual needs. This is to ensure the early identification of delays in learning, so appropriate support from other professionals can be sought. Staff complete personal reflection diaries to record their weekly progress, which link in with their targets and the company targets. This ensures that training is sharply focused and staff's professional development is given the utmost priority. The company provides a substantial amount of internal training, during which time the company policies and procedures are reinforced. The extremely motivated manager demonstrates a keen passion for all the children and staff.

Self-evaluation is very good. Staff, parents and children are involved and they are asked about what they like and dislike and where they would like to see improvements. New parents are contacted to enable the nursery to reflect on why they chose the nursery, and there is a follow up call after their first term so they can respond to any concerns and implement changes. The manager has finely tuned target areas for improvement, so all children benefit very well. Partnerships with parents, other settings and professionals are good. There is a 'Parent Partner group' with three active parents, who meet with the manager to discuss and review the nursery and to share any information from other parents. It was recently raised that information about illness and exclusions was not consistent, as a result, the manager added additional information about exclusions periods and the company produced fact sheets for parents about childhood illnesses. All staff communicate effectively with parents. They take the time to listen and support parents. Information about the setting, teaching and the curriculum is shared via a notice board by the main door, and by newsletters and displays about the teaching and learning. However, information about staff qualifications is, at times, misleading. Different coloured staff uniforms enable parents to quickly identify which staff are qualified and to ensure that unqualified staff are not left unsupervised with children. However, the manager makes allowances for unqualified staff to wear uniforms that represents they are qualified. This does not effectively share information with parents, or enable them to make an informed decision about the suitability of staff looking after their 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	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	EY406765
Local authority	Leicestershire
Inspection number	967344
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	96
Number of children on roll	141
Name of provider	Breedon House Nurseries Limited
Date of previous inspection	29/09/2010
Telephone number	01509 505 555

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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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