

First Class Day Nursery School

Ferndown First School, Mountbatten Drive, FERNDOWN, Dorset, BH22 9FB

Inspection date	02/09/2014
Previous inspection date	01/12/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide younger children with a warm and nurturing environment. As a result, these children form close and trusting relationships.
- Children in the pre-school room benefit from continuous outdoor play opportunities where staff encourage them to play with energy to promote their physical development.
- Staff maintain a safe and secure environment in which children of all ages move around and play safely and confidently.

It is not yet good because

- Staff do not consistently support some older children well in leading their play and exploration. As a result, some children lose interest and abandon their ideas and choices.
- The self-evaluation systems are not sufficiently robust to identify and address all areas of weakness in children's learning.
- Staff do not consistently make good use of the assessments and planned activities. Consequently, some children are not making good progress in all areas.

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 activities and the quality of teaching in the play rooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
- The inspector held a meeting with the registered person to assess the suitability and qualifications of staff and management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the registered person.

Inspector

Bridget Copson

Full report

Information about the setting

First Class Day Nursery School originally registered in 2002 and moved to the current premises in 2008. The nursery operates from purpose-built mobile classrooms in the grounds of Ferndown First School in a residential area of Ferndown, Dorset. Children are cared for in two age-related play rooms have access to two outdoor play areas. Children attend from the local surrounding areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 50 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who learn English as an additional language. The nursery is open from 8am to 6pm for 51 weeks of the year. The breakfast and after school club are open from 8am to 8.45am and from 3pm to 6pm respectively. The holiday club opens from 8am to 6pm.

There are 12 staff members employed to work directly with the children, of these most either hold or are working towards relevant early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of assessments and planned activities to help every child make good progress in all areas of learning
- provide all children with support in leading their play and ideas to help them become active and motivated learners.

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

- extend the systems used to foster continuous improvement to make sure that self-evaluation clearly identifies and addresses all weaknesses in children's learning.

Inspection judgements

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

Staff implement suitable systems to plan and monitor children's learning. They record observations of children and key persons use this information to identify children's interests and to monitor their progress. While some staff use this information to accurately

identify gaps in children's learning and plan to help them achieve in these areas, some staff do not update or use these assessments as effectively. As a result, they are unable to accurately identify gaps in children's learning and do not always challenge children well in activities. This does not help every child to make good progress in all areas of learning in relation to their starting points. Staff provide parents with opportunities to get involved in their child's learning. They obtain information about children's starting points and provide parents with their child's learning journey each term, which some parents contribute to. Staff also provide parents with the required progress check for two-year-olds.

Children benefit from a balance of free-exploration and organised play throughout the day. Staff encourage children to move around and explore, and provide more structured small group activities to help older children learn to focus for longer periods of time and follow instruction. This helps to prepare children for school. Staff provide children with support and reassurance as they move between the indoor and outdoor play areas. Some staff shape and adapt activities well, such as in junk modelling activities. They encourage older children to sound letters of their name, write correctly to mark their work. Some staff help younger children to learn how to use scissors safely and effectively to cut and join their model parts. Some staff provide children with challenge to help them progress. For example, babies and young children explore new sensory experiences and older children learn about how colour changes. However, while some staff interact to ensure children are happy and active, they do not question or challenge children as well to help them fulfil their potential. For example, during a foam and paint activity, staff did not give children time to think and respond to some questions or finish asking some questions to help children talk about what they were doing.

Staff promote children's communication and language skills appropriately. Staff provide younger children and babies with feedback about what they are doing in activities to help them understand their actions. They encourage children to choose objects from the song sack and then sing related songs to promote their language development. Older children benefit from small group activities in the quiet garden in which they take turns to hold Chip, the soft toy, to tell others who they are. Staff name body parts, such as 'soft and kind hands to stroke'. Children then use their hands to sing action songs, which they do slowly, fast, up and down, and to clap. This brief, but focused, activity helps children to concentrate, listen, follow instructions, take turns and learn about their bodies. Staff obtain key words from parents of children who learn English as an additional language to help children feel valued and to promote their language skills.

Staff provide children with a range of interesting resources in the outdoor play area to promote all areas of development. For example, children fill pots with water and move around the garden painting the equipment and walls, while others sit and draw with paper and pens at the table. Some staff help children to build towers with crates which they count. This helps to promote children's literacy and mathematical skills in their chosen play environment. Children use their senses and imagination while exploring textures, media and materials. For example, babies and younger children explore a tray of rice pudding. They squish their hands and feet through the rice, and excitedly use spoons to scoop it up. These children begin to create their own ideas, with staff encouragement, by finding other objects to add to the rice. However, some staff working with older children do not consistently support them as well in leading their play and exploration. For example, staff

ask children not to add water to the play kitchen to extend their pretend play ideas and stop children from mixing water with chalks to create their own mark making activity. As a result, these children lose interest and abandon their ideas. This does not encourage children to lead their own play and become motivated learners.

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

Staff help children to form close and loving attachments with them and good relationships with one another. Key persons work in consistent teams with children and provide close support and reassurance, lots of cuddles and words of encouragement. Staff caring for babies cuddle them, rock them gently to calm them down in their arms and help them settle well to sleep. Staff meet the children's daily routines consistently and keep parents informed each day with communication books. This helps support children well in the move from their home to the nursery.

Staff help children to develop positive attitudes and social skills. They provide children with consistent messages, such as not running indoors, to take turns with consideration, share and help others. They provide older children with a sand timer to manage turn taking and sharing popular activities for themselves. As a result, children behave well and are making friends with others who they cuddle and proudly name. Staff encourage children to develop good independence. Children manage tasks for themselves and help when asked, and enjoy taking on more areas of responsibility, such as being snack time helper. This helps promote children self-confidence and readiness for school.

Staff maintain a suitably clean environment for children with safety measures in place throughout the nursery to help keep children safe and secure. Children benefit from playrooms providing defined areas of play, space to move around and explore, and toys they can select for themselves. However, children's independent exploration and choices are not always supported well to promote their learning effectively in all areas. Otherwise, children choose when they play outside which provides a range of physical play equipment and space to run around. This encourages children to move in different ways and promotes their physical development and health. Staff help children to learn about keeping safe by discussing safety issues to help them understand the consequences of their actions. For example, staff explain why the children need to carry scissors safely and what might happen if they run indoors. This guidance helps children to learn how to keep themselves safe.

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

Management and staff have a sound knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a clear knowledge of the correct procedures to follow if they have a concern about the welfare of a child and their responsibilities to safeguard children's welfare. Management implements secure vetting procedures to help ensure staff are suitable to work with children. In

addition, staff implement daily checks, risk assessments and policies and procedures to help protect children and maintain good standards of safety.

Management implements suitable systems to monitor and evaluate the quality of the nursery provision. These include one-to-one staff supervision every six weeks, and observing activities and staff interaction each day. Management completes and updates self-evaluation forms and action plans to identify and prioritise areas for improvement, such as improving the system for assessing children's progress. The nursery has implemented several improvements since the last inspection which children have directly benefitted from. For example, management has reorganised the play space. This provides younger children with more space to explore safely and allows older children to enjoy continuous access to the outdoor play area. Staff have also changed group activities to provide children with smaller, more focused activities linked to their individual needs and a healthier, more sociable snack time. This shows a drive to make continuous improvements in the quality of care and learning for children. However, self-evaluation systems are not sufficiently robust to identify and address the weaknesses in the quality of teaching and children's learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY431335
Local authority	Dorset
Inspection number	816675
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	50
Name of provider	1st Class Day Nursery Limited
Date of previous inspection	01/12/2011
Telephone number	07900604587

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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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