

Families First Childcare Co-op

Birdholme Sure Start Centre, Church Street South, Chesterfield, Derbyshire, S40 2TF

Inspection date

02/09/2014

Previous inspection date

29/09/2010

The quality and standards of the early years provision

This inspection:

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

- The manager monitors the educational programmes for all areas of learning with full effect. As a result, every child participates in purposeful play and exploration and is consistently challenged to reach the next stage in their development.
- Children's individual learning and development needs are exceptionally well met because the quality of teaching is outstanding.
- Children show excellent levels of independence and have caring relationships with each other and members of staff because moves between rooms and settings are exceptionally well-managed.
- Children benefit from being cared for in an excellent, safe and secure environment because safeguarding is given high priority and staff are vigilant and consistent about protecting children and ensuring their safety.
- Partnerships with parents and other professionals are highly effective. This helps to ensure that children are given excellent levels of support to meet their individual needs.
- Children thoroughly enjoy the highly positive, supportive and sensitive interaction of the staff during their play. Staff are extremely caring in their responses to each child's unique needs and this enables children to feel safe and have a strong sense of belonging.

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 compulsory part 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 two rooms and the outdoor areas.
- The inspector checked evidence of suitability and qualifications of staff working with children and the self-evaluation form.
- The inspector completed a joint observation with the manager, observed teaching and learning activities and held discussions with staff.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager and viewed policies and procedures.

Inspector

Diane Williamson

Full report

Information about the setting

Families First Childcare Co-op was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated within the Birdholme Sure Start Centre in Chesterfield and is a committee-run provision. The nursery serves the local area and is accessible to all children. It operates from two childcare rooms and two enclosed outdoor areas. The nursery employs eight members of childcare staff. All hold relevant childcare qualifications at level 3, four hold a degree in early years, including the manager and deputies, who also hold Early Years Professional Status. The nursery opens Monday to Friday, all year round from 8am to 6pm. The nursery has 36 children on roll, all of whom are in the early years age range. The nursery supports children who speak English as an additional language and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the already successful partnerships so parents and other professionals can have even more input into the children's learning and development, for example, by creating a partners' forum where information and ideas can be regularly shared.

Inspection judgements

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

The staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. Children's individual learning and development needs are exceptionally well met because the quality of teaching is inspirational. For example, the children are provided with a range of well-planned activities that take account of their interests and needs. The resources are skilfully modified when children make suggestions of what they would like to do. One-year-old babies confidently explore the range of metallic objects in the low-level water tray, carefully planned to instigate exploration of weight, sound and texture. The babies are given uninterrupted time as they concentrate. When they seek eye contact, staff respond attentively. They model the babies' actions and introduce vocabulary. 'Splash! Did you make a splash?' Babies respond by repeating the action and copying the word. Therefore child-initiated play supports babies' learning and development. Three-year-old children choose to make shapes out of paper and are guided to use scissors correctly. Children are excited when the shape they cut out resembles a familiar object, 'Look, it's a volcano'. Children are excited and continue to make more shapes. Staff delay the planned, adult-led activity to skilfully facilitate the children's high-interest until they are ready. Four-year-old children are asked what their shape is. 'It's a trapezium'. Therefore, mathematical development is exceptional. When staff enticingly ask 'Shall we go on a bear hunt?', the children excitedly dress up in 'bear hunting hats'. The

staff and the children act out the story outdoors. The final part of the 'hunt' includes children being sprinkled with pretend snow. Children who speak English as an additional language make very good progress as they enthusiastically declare 'I'm going through it!', 'I'm going through it!', as they run under the 'snow' and catch the falling flakes. Therefore, staff have a thorough knowledge of all children's stages of development and promote effective teaching and learning across all areas of learning.

Staff's thorough and accurate assessments support children's learning effectively. For example, children's learning files are monitored by the managers. The impact of this is that practice and provision are constantly modified and improved. Staff swap rooms in order to get to know all the children and their families even better. Staff are skilled in all aspects of their teaching of the children. They talk to them about what they are doing and seize timely opportunities to engage in their play. As a result, the expert teaching has a positive impact on children's progress in relation to their starting points.

Partnerships with parents and other professionals are highly effective. For example, staff communicate with parents every day. They give parents the children's 'Day sheet' which informs them about care practices and milestones, above and beyond the 'Evaluation of learning' records. Parents asked for a celebration display. The staff valued the parents' idea and the 'Sharing fish' takes pride of place in the pre-school room. Photographs of children and their families are displayed on the 'Our homes' display. Staff involve parents in the progress check for children between the ages of two-and-three years. As a result, children's learning and development is very effectively supported and they are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage in their learning.

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

Staff consistently promote children's personal, emotional and social development very well. For example, children join in with the welcome song, led by a puppet. Children reply 'Here I am' when their name is called. Therefore, children's self-esteem is very effectively promoted. When the sun is hotter than expected, staff quickly arrange sun cream applications from the extremely well-organised system. Staff talk to the children as they are applying the cream and getting their sun-hats on, to develop their understanding of good self-care practices. At lunchtime music from different cultures plays. The window blinds are closed to create a soft, cosy atmosphere. Children calm down quickly and are able to choose where they sit. Health and hygiene are very well promoted. The nursery has been awarded the highest rating of five stars for hygiene standards. Children give out plates and cutlery. Three-year-old children are supported to serve their own, nutritious food. Pre-school children set their tables, give out cutlery and crockery and independently serve their food. When children pass their plates to staff, staff sensitively teach them to correctly say 'I have finished', not 'I don't like it'. Children ask to leave the table unprompted. Therefore, communication, language and social skills are well supported during the routines of the day. Children are confident to tell the visitor that the babies are going to sleep now. When asked if they are also going to sleep, children explain 'big children go to sleep when the dark clouds come'. Babies sleep in a purposely designed calm area, which has expertly placed photographs of their own family nearby to help them

settle. The babies have individual blankets and comfort items from home. Consequently, all the babies settle quickly in this familiar and secure routine. There is a three minute check in place, which ensures babies are safe throughout their nap. This is implemented consistently. Babies are cuddled gently when they wake up until they are ready to play. The puppet is used to motivate children to tidy up independently. Staff skilfully ask the children 'What do you think he is thinking?' when he is scanning the room. Children enthusiastically shout together 'It's tidy!'. Boxes on the child-initiated display are transparent so children can see what is inside. There is also a written label and a photograph of the contents. Therefore, children's early literacy skills are well promoted in their play. As a result, children's attachments are very well supported and children are emotionally prepared for their next stage in learning.

Staff effectively plan and support children's physical development. For example, the outdoor area has an inviting wicker tepee, a play-house and a slide. Children explore the different heights and shapes of the range of resources confidently. Babies run, climb and play freely in this secure and purposeful environment. Bumped head incidents are recorded immediately. The very well-managed free-flow play enables children to make choices in their learning. As a result, children are confident to take risks in their learning as they actively and confidently explore. Children behave very well and are supported by staff to develop an excellent understanding of how to manage challenges relative to their age.

Children are very well supported as they move between the routines of the day, rooms in the nursery and other settings. For example, the puppet is used to sensitively support children to be prepared that there is a change about to happen in the nursery routine. The manager has a transition schedule. Staff gather detailed information and share relevant documents with parents to ensure all children's needs are met and they are safe and happy in the nursery. Children visit the next room in the nursery several times before they start. Staff meet to share all significant information. Partners from other settings visit the nursery to support children who are going to primary school. Shared projects with the local primary school help to strengthen partnerships. The manager and staff work closely with the parents to support their involvement. For example, parents of funded two-year-old children agree that the nursery can share children's data with the children's centre in order to plan support to close gaps in their learning. As a result, partnerships with parents are strong and children are given good levels of support to meet their individual needs.

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

The manager's understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage is excellent. Children benefit from being cared for in a safe and secure environment because safeguarding is given a high priority and staff are vigilant and consistent about protecting children and ensuring their well-being. Medicine consent forms are renewed with every new ailment to check, for example, that doses have not changed. Accidents are recorded for every child. After two accidents, the information is recorded on the 'Incident Sighting' tracker. The managers monitor the tracker to analyse issues of safety in the nursery and make modifications to

practice or provision where relevant. Any changes are shared at team meetings and highlighted on the termly staff memorandum. All staff have had relevant safeguarding training and have a thorough knowledge of what to do should they have concerns about a child. Recruitment procedures are rigorous. The committee supports the nursery to ensure all staff are and remain suitable. Staff sign a declaration every term to declare any changes to the criteria of their contract. Staff's well-being is supported through return to work interviews, after any absence. Therefore, children's welfare is extremely well safeguarded in this nursery.

The manager's understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage is excellent. The manager effectively uses the detailed data tracking to improve children's learning. For example, the analysis of funded two-year-old children has instigated support for families from the services of the children's centre. The manager monitors children's files to check for quality and accuracy. Follow-on meetings address areas for staff development. Therefore, monitoring procedures are sharply focused and effective. The manager has a targeted development structure for monitoring staff performance, which ensures all staff experience a range of appraisal activities over the year. 'Proud sheets' enable staff to record what they have done particularly well for the children or for themselves, above and beyond what would be recognised in appraisals and supervision. Staff appreciate this structure and feel it supports their self-esteem and professional development. Staff meetings are compulsory and attendance is tracked to ensure all staff get the same information and have an equal input to the team. Directors of the committee understand their roles and responsibilities. The manager feels fully supported by their input. For example, the director updates the manager with local issues and signposts to relevant events in the community. The committee conducts the manager's appraisals. The manager's self-evaluation feeds into the nursery's development plan. The area for development from the last inspection has been fully and effectively addressed. All staff have attended behaviour management training. They feedback that it has improved their practice and children benefit as they are cared for by staff who have positive attitudes and use positive language. Therefore, training impacts on children's well-being. As a result, the manager's thorough self-evaluation and rigorous monitoring of all aspects of practice is highly effective.

Partnerships with parents and other professionals are very good. Parents feel totally supported by the nursery staff. They say their children have made significant progress in their time at the nursery. They report that positive relationships help them feel secure when their children are at nursery. Parents feel valued. For example, parents suggested a two-way partnership contract which clarifies the expectations from the nursery and includes input from the parents. The contract is now in place. The staff are committed to ensuring parents are involved in information sharing of all aspects of their children's learning and development. Parents appreciate the open and friendly communication with the supportive and friendly staff. Other partnerships such as, the children's centre, the local primary school and the dental hygienist support the needs of the children. The manager and the staff team demonstrate commitment, dedication and a drive to continue to improve the already excellent childcare. They want to drive forward partnership working by creating a partners forum to further develop their existing excellent practice of working together. The pre-school room has just had a new floor fitted and was out of use when

the inspection took place. The manager is calm and thoroughly organised. She demonstrates excellent leadership skills and supports the dedicated staff to continue their good practice, consistently throughout the day.

The Childcare Register

The requirements for the compulsory 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	EY402807
Local authority	Derbyshire
Inspection number	849924
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	29
Number of children on roll	36
Name of provider	Families First Childcare Co-operative
Date of previous inspection	29/09/2010
Telephone number	01246244215

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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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