

# Children 1st @ Plum Tree

Station Road, Plumtree, Nottingham, Nottinghamshire, NG12 5NA



<b>Inspection date</b>	4 February 2015
Previous inspection date	27 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are keen and interested learners because staff provide them with a good range of activities and resources that reflect the seven areas of learning. This supports children to make good progress towards the early learning goals.
- Staff have positive partnerships with parents and others because the nursery uses a number of successful strategies to engage all parents. This promotes a collaborative approach to meet the individual needs of children.
- Staff have a good understanding of the children's individual needs. This is because staff make accurate observations and assessments of children's learning to plan for their next steps in their education.
- A dedicated management team ensure all staff are encouraged to consistently improve their knowledge and understanding of good practice. They provide staff with an effective programme of professional development to enhance the provision for the children.
- Staff use a range of strategies to effectively support children's move to school and within the nursery when moving rooms. Settling-in procedures are very flexible and enable children to feel secure extremely quickly. As a result, children are emotionally prepared for their next stage in their learning.

### It is not yet outstanding because:

- Opportunities are sometimes missed to enhance older children's learning to the highest level because they are not consistently provided with enough time to freely explore and experiment in all activities.
- Pre-school children's thinking skills are not always maximised because staff do not always use effective questions.

## What the setting needs to do to improve further

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

- increase the opportunities and time for pre-school children to freely explore and experiment in their play and during adult directed activities to enhance children's learning to the highest level
- improve teaching and children's progress further by ensuring staff utilise every opportunity to skilfully question pre-school children during all activities and children's free play, to further extend their thinking skills.

### Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector looked at a range of documentation.
- The inspector spoke with staff, children and the manager at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector carried out a joint observation with the manager and senior room leader.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Dawn Larkin

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff are all well qualified and as a result teaching is consistently good. Staff encourage good eye contact because they get down to the babies and toddlers level so that interactions are valued and encourage communication. Older children's language and thinking is generally promoted well because staff link previous learning experiences to further their understanding. However, on occasions staff ask questions that only have one possible correct answer. This does not enhance children's language or thinking skills because they are required to give an answer that only requires one or two words. In addition, it does not encourage children to elaborate on their thought process. Babies and toddlers are provided with many opportunities to experience the thoughtfully arranged environment. This promotes their investigative skills because they are able to explore different textures and resources that are accessible to them. However, occasionally older children are not always given ample opportunities to become independent learners. This is because sometimes adults are over directive and do not always allow children the time to investigate and explore activities. For example, during a baking activity children are not given the opportunity to investigate the texture of the dough. They are given answers to how it feels before given the experience of the feel of the dough themselves.

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

Babies and children are happy and form positive relationships with the friendly and caring staff. Every child is nurtured and valued and this supports children and babies to develop good self-esteem. Children's behaviour is very good because staff promote children's understanding of acceptable behaviour. Staff encourage children to take turns, share, listen and be kind to each other. They consistently offer praise and encouragement, which helps to promote children's confidence. Staff use creative ways to teach children about healthy life styles. For example, Mr Harvey Bear tries different vegetables and is careful with his portion sizes. As a result, children try new vegetables and are learning about portion control.

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

The management team have a good understanding of the requirements of the Early Years Foundation Stage. There are robust systems in place to check the suitability of staff and to effectively safeguard children. Effective induction procedures and a range of suitable policies enable children's well-being to be successfully promoted. Educational programmes are monitored through planning and the use of tracking documents. Any gaps in the provision are quickly identified and action taken. The management team use a variety of methods to monitor staff performance to ensure outcomes for children are constantly improving. A targeted system of supervision improves staff's practice. A thorough improvement plan is in place which effectively takes account the views of parents and staff. Children's views are obtained through the nursery council meetings. This demonstrates a commitment to improve the quality of learning and care children receive.

## Setting details

<b>Unique reference number</b>	EY410676
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	851114
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	96
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Breedon House Nurseries Limited
<b>Date of previous inspection</b>	27 October 2010
<b>Telephone number</b>	0115 973 2600

Children 1st @ Plum Tree was registered in 2010. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications. Four members of staff hold a qualification at level 6 and 11 hold a level 3 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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