

Children 1st @ Clowne

Chesterfield College, Clowne Campus, High Street, Clowne, Chesterfield, Derbyshire, S43 4JY



Inspection date

24 April 2015

Previous inspection date

8 December 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Teaching is outstanding. Staff use excellent strategies to extend children's thinking, promote their language skills and inspire them to explore.
- The educational programme is exceptional. Well-qualified staff use their expert knowledge to ensure that all areas of learning are covered through varied and imaginative experiences.
- Staff know the children extremely well. Staff build very strong partnerships with parents and involve them in children's learning from the start. Consequently, assessments of children's learning are precise and focus on identifying next steps that promote the very best progress.
- Children's emotional well-being is prioritised by staff. Secure attachments to sensitive and caring staff enable children to confidently express their concerns.
- The safeguarding of children is paramount. All staff receive annual training and clearly understand their responsibilities. The layout of rooms within the building effectively promotes the safety and security of staff and children.
- Children thrive in the highly stimulating environment. Thoughtfully planned rooms and equipment motivate children to lead their own play with their peers.
- Leaders and managers demonstrate a strong drive to improve outcomes for children. These are shared and understood by the committed and enthusiastic staff.
- There are robust and rigorous processes in place to monitor and maintain the quality of staff's practice. As a result, all staff are supported to strive for the very highest standards in care and education.
- Managers thoroughly monitor all aspects of the setting. They work successfully with staff to ensure that planning for individual children's learning is specific and targeted. As a result, all children make rapid progress in their learning.

What the setting needs to do to improve further

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

- enhance the already successful monitoring of children's progress through careful moderation of staff's assessments of learning to further strengthen consistency across all staff.

Inspection activities

- The inspector observed children's activities and routines in the four main rooms and outside.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the provider's own parent survey.

Inspector

Alison Byers

Inspection findings

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

Children make rapid progress in their learning as a result of staff's outstanding teaching. Children of all ages benefit from high-quality learning experiences. Staff use their expert knowledge of child development to target planning and provide individual children with rich and varied activities. For example, babies are entranced as they use their senses to experiment with paints, paper and brushes. Staff allow children time and space to take control of their learning and explore their own ideas. They help those children engrossed in filling and emptying containers to articulate their actions and extend their investigations. Communication and language skills are fostered through staff's skilful interactions with children of all ages. For example, babies' gestures and early babbling are cherished and repeated for them. Attentive staff ask excellent questions that inspire children to talk animatedly about their imaginative games. Staff enter into projects with the children and work with them to expertly extend their thinking. For example, they discuss which wooden bricks children need and where they go as they build a large boat together.

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

The nursery building is exceptionally well planned to provide staff and children with imaginative learning spaces inside and out. For example, the raised role-play area allows boys to play independently for extended periods and act out everyday experiences. Care practices for babies are exemplary because staff talk to them before wiping their noses or changing their clothes. Individualised care plans are based on extremely detailed information shared by parents. Older children are enthusiastic about becoming independent and relish putting on their own sun cream. Staff sit with children at mealtimes and use pictures to support discussions about the healthy food they are eating. Promoting children's emotional well-being is given the utmost importance. Babies are nurtured through cuddles from perceptive staff who can accurately read children's body language. Older children confidently express their worries about starting school to staff who provide reassurance and encouragement.

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

Managers and leaders provide inspirational leadership and clear objectives that continually drive improvements in the quality of care and education. Passionate staff work towards the shared goal of further developing rich learning experiences. They use training to deepen their understanding of how to inspire children to explore. Managers continually challenge and support staff to sustain their first-rate practice. Staff support each other to reflect on their practice and quickly address any issues. There are superb systems in place to support children with special educational needs and/or disabilities. Strong partnerships between staff, parents and external agencies ensure gaps in progress close quickly. The Early Years Professional monitors children's progress to make sure all groups of children make excellent progress. Currently this does not include opportunities for staff to strengthen their assessments through processes of collaboration and moderation.

Setting details

Unique reference number	EY314038
Local authority	Derbyshire
Inspection number	784059
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 12
Total number of places	120
Number of children on roll	161
Name of provider	Breedon House Nurseries Limited
Date of previous inspection	8 December 2009
Telephone number	01246 813 805

Children 1st @ Clowne was registered in 2006. The setting is part of the Children 1st @ Breedon House nursery chain. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, including one with Early Years Professional status. 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 two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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