

First Class Day Nursery Ltd



First Class Day Nursery, 81-85 High Road, Benfleet, Essex, SS7 5LN

Inspection date

29 May 2015

Previous inspection date

22 December 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Inadequate	4
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

- Children receive exceptionally high standards of teaching. Staff provide inspiring and stimulating learning experiences for children. This results in their individual learning needs being reflected on, and they make extremely good progress.
- Children are confident and effective communicators. Staff support communication through the abundant use of speech, sign language, visual guides, and sensitive approaches for less confident children.
- Staff provide very careful and individual settling-in procedures to enrich children's emotional well-being. Therefore, children become extremely confident and independent in the nursery.
- The fully embedded and robust safeguarding procedures have a significant impact on the welfare of children. Knowledgeable staff are well informed and aware of their responsibilities towards child protection.
- The inspirational management team inspires staff to achieve, celebrate success and continue their professional development. Management are excellent role models, as they play a very active part in promoting care and learning for children. Their ability to make rapid, yet sustained, improvements is evident within all staff's practice.
- The partnership with parents is exceptionally effective. Parents have a wealth of opportunities to feel part of their child's day, and are actively encouraged to reflect on and plan for their child's next steps in learning with their key person.
- Careful consideration is given to identify staff's talents, as well as focused training, to strengthen their already exemplary practice. Therefore, staff's qualifications and skills, as well as the exceptional programme for their professional development, enriches children's learning.

What the setting needs to do to improve further

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

- extend the effectively established audit programme to assess the effectiveness of the inside and outside environment, in relation to each child's progress.

Inspection activities

- The inspector observed activities in all rooms and the outside area.
- The inspector spoke to children and staff at appropriate times, and held a meeting with members of the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures to safeguard children's welfare.

Inspector

Claire Parnell

Inspection findings

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

Children experiment with, and explore, a very good range of resources. For example, children are intrigued by the natural world and make confident links between imaginative play and the resources outside, resulting in children making a birdhouse from bricks. Children excel in their learning because staff provide experiences of awe and wonder. Children experiment with colour and shape using kaleidoscopes. Staff cleverly link this to familiar stories that children know well. The effective assessment programme tracks and identifies children's next steps in learning, as well as gaps in their development. Immediate action is taken to swiftly close these gaps. However, staff do not use this established audit programme to compare how children achieve, both indoors and outdoors. The continuous challenges for children result in them developing skills for future learning, such as inquisitiveness and solving complex puzzles. Children with special educational needs and/or disabilities receive extreme levels of support. For example, social interaction with their peers is encouraged through eye contact.

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

Children's physical well-being is highly promoted. Children experience fresh air and exercise by visiting parks, outside spaces and shops, where they engage with the local community. Children develop increasing independence skills. In the pre-school, they serve themselves at mealtimes, and learn about portion sizes and making healthy choices. Younger children develop self-help skills as staff act as positive role models during routine activities, such as handwashing. Children's behaviour is exemplary. Staff show children how to work well together and to negotiate in their play. Staff continuously act in a nurturing manner towards all children and as a result, they form exceptional bonds with staff. The key-person system highly supports attachments, resulting in consistent care and an exceptional sense of safety and security. Very effective links with schools that children move on to, enable them to feel reassured about their new environment.

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

The management are highly reflective and as a result, accurately identify areas for improvement and share good practice with others. They have an extremely professional outlook on implementing highly effective practices, to make dramatic changes to identified weaknesses. Following the last inspection, management have scrutinised safeguarding procedures, and extended staff's knowledge of how to promote children's welfare. This results in the safeguarding of children becoming central to everything staff do. The nursery has very effective partnerships with other professionals. Teachers from local schools visit frequently and health visitors carry out children's checks. Staff take health and safety extremely seriously, and provide a very safe and secure environment for children's play. Management, staff, parents and children play an active role in making changes to, and evaluating, the effectiveness of practice, in the pursuit for excellence.

Setting details

Unique reference number	EY363539
Local authority	Essex
Inspection number	1002674
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	100
Number of children on roll	185
Name of provider	First Class Day Nursery Ltd
Date of previous inspection	22 December 2014
Telephone number	01268566800

The First Class Day Nursery was registered in 2006. The nursery employs 41 members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 2, 16 hold qualifications at level 3 and eight staff hold qualifications at level 4 or above, including two with Early Years Professional status. All remaining staff are currently training towards qualifications. The nursery opens all year round from Monday to Friday. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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