

The Firs Day Nursery

45 Rosliston Road, Stapenhill, Burton-on-Trent, Staffordshire, DE15 9RQ



Inspection date

15 September 2015

Previous inspection date

29 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider, manager and staff have all taken swift and effective action to address the weaknesses identified at the last inspection. A well-targeted programme of training, coaching and monitoring of teaching and learning has resulted in significant improvements.
- Staff are very successful in working in partnership with parents. They develop positive relationships and work with them to promote children's learning in the nursery and at home. This is also helping to make sure the needs of children with special educational needs and/or disabilities are met very well.
- Pre-school children have exceptional opportunities to explore the outdoors. This enhances all areas of their learning.
- Staff working with younger children focus well on engaging with them as they play. Children develop close attachments with staff. Their well-being is promoted and they feel safe and secure. This gives them the confidence to play and learn.
- Effective partnerships with professionals, other providers and staff in community venues are contributing to improving outcomes for children.

It is not yet outstanding because:

- The way that sessions are organised means that children's learning is sometimes disrupted.
- Key persons do not always share their children's individual next steps in learning with other staff. This means some staff are not as well focused as they could be on providing optimum levels of challenge for children during activities.

What the setting needs to do to improve further

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

- review the routines of the day and make sure that disturbances to children's learning and play are kept to a minimum
- improve the sharing of children's individual next steps in learning between key persons and other staff and make sure that children receive optimum levels of support to make the best progress they can.

Inspection activities

- The inspector observed activities in all areas of the nursery. She observed a Forest School session at a location near to the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with staff in all areas of the nursery. She held meetings with the manager and provider.
- The inspector looked at children's records, a record of staff's Disclosure and Barring Service checks and a range of other documentation, including policies and procedures, action plans and monitoring records.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified manager and senior staff team are successfully driving improvements. They use a number of successful ways to model effective practice. They make daily checks on the quality of teaching. They use their observations to provide staff with immediate feedback and to inform further coaching and training. This has led to significant improvements in staff practice, particularly in relation to supporting younger children's speech and language development. It has also led to improved assessments of children's learning. As a result, any gaps in children's learning are successfully identified and swiftly addressed. Management are using current best practice guidance documents and advice to aspire to and plan for the highest level of care and learning. They are monitoring the progress of different groups of children. They are setting up well-targeted activity sessions to provide any extra help that children may need. Management are looking at different ways to improve the progress of funded two-year-old children. This includes planning for younger children to spend time playing with older children. The arrangements for safeguarding are effective. Recruitment and vetting procedures are thorough and include checks that all adults are suitable to work with children.

Quality of teaching, learning and assessment is good

Staff plan a wide and stimulating range of activities that help children to make the progress expected for their ages. Pre-school staff are successfully pushing forward children's mathematical development by using their interests in the outdoors and superheroes in their planning. Staff who work with funded two-year-old children and babies are focusing well on providing a range of activities to progress children's listening, understanding and speaking skills. Key persons know their children's individual next steps in learning and focus well on encouraging progression in these areas. However, this information is not always shared with other staff so they are not always informed well enough to provide the best support for children's learning. Bilingual staff provide good quality support to children who are learning English as an additional language.

Personal development, behaviour and welfare are good

Children settle well and play happily. Working partnerships with parents mean that very young babies benefit from continuity in their care. This helps them to feel secure. Children learn to share and take turns. They learn to look after each other and treat each other with respect. The welcoming and well-resourced environment motivates children to play and learn. However, children's learning and play is sometimes disturbed. This is because the environment is not organised well enough to minimise distractions or because staff ask children to stop what they are doing, in order to take part in other activities.

Outcomes for children are good

Children develop the skills they need for school. They practise their listening and talking skills and learn to use language to describe numbers, shapes and colours. Children develop their enjoyment of books and practise their early writing skills. They learn how to manage risks safely as they explore and discover features of the natural world.

Setting details

Unique reference number	218504
Local authority	Staffordshire
Inspection number	1016895
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	116
Name of provider	Sharon Steele
Date of previous inspection	29 May 2015
Telephone number	01283 564734

The Firs Day Nursery was registered in 1989. It is privately owned. The nursery employs 23 members of childcare staff. Of these, 22 hold appropriate early years qualifications up to level 5, one holds a level 6 qualification and two hold Early Years Professional status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6.20pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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