

# First Timers Pre School Day Nursery

The Heath, Lincoln, LN5 0DA



<b>Inspection date</b>	25 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff are well qualified and demonstrate a good understanding of how children learn and develop. They ensure that children make good progress from their starting points. They keep accurate records of children's achievements and progress.
- Staff are friendly and caring. They provide a stimulating and welcoming environment for the children. Children are well supported as they move from one room to the next.
- Staff have good links with the local school and they regularly share information with the teachers. Children enjoy regular visits to the school. This helps to prepare them for their eventual move to school.
- Staff support parents to extend their children's learning at home. One example of this is that they provide a range of books and activities for parents to borrow.
- All staff understand how to keep children safe from harm. Staff implement a range of policies and procedures which helps them provide children with a safe and secure environment.
- Leaders and managers are passionate about the nursery and the service that they provide for children and their families. Self-evaluation is highly effective and is used to drive continuous improvement.

### It is not yet outstanding because:

- Children are, sometimes, asked to wait at times of change during daily routines, such as after lunch, without any purposeful engagement.
- Staff are not always highly responsive in using their observations of children at play to extend learning immediately, in order for them to make the best possible progress.

## What the setting needs to do to improve further

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

- make the most of learning opportunities during routine times, so that children are actively engaged in purposeful activities and their skills are fully promoted
- make better use of the observations made of children as they play to extend their learning, so that they make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the staff member who holds qualified teacher status and is responsible for improving the quality of teaching.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector took account of the views of parents.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are fully aware of what to do should they have any concerns about children's welfare. Rigorous recruitment and induction procedures are followed to ensure all staff are suitable for their role. There are effective systems in place for monitoring staff's performance and supervisions. Highly effective mentoring of unqualified and less-experienced staff means that they benefit from positive role models to develop their own teaching skills. Staff are encouraged to attend pertinent training courses to extend their knowledge and acquire new skills. They use their new knowledge to enhance their practice and improve outcomes for children.

### Quality of teaching, learning and assessment is good

Staff effectively respond to babies' gestures and babbles. Younger children enjoy songs and rhymes. They are encouraged to repeat simple words and phrases during familiar songs. Older children communicate with developing confidence. Children excitedly pretend to make milkshakes in the home corner. They take orders and describe the drinks as delicious and scrumptious. Children use vocabulary, such as loud and soft, to describe the sounds they make with the bells during a music session. Staff support children's literacy development effectively. Children are inspired to make marks and write in different ways. Younger children explore paint and a wide range of sensory materials. They develop their hand-to-eye coordination skills as they play with the malleable dough. Children listen and follow instructions as they make dough. They are encouraged to count the scoops of flour and talk about the changing colours as they add food colouring. Staff form positive partnerships with parents and carers. They keep them well informed about their child's day.

### Personal development, behaviour and welfare are good

Children and their families are warmly welcomed into the friendly nursery. The effective key-person system ensures children's care and learning are tailored to their unique needs. Staff are positive role models as they promote positive behaviour. As a result, children behave well and they play harmoniously together. Children develop a good understanding of the importance of a healthy diet and lifestyle. Staff help children to understand where food comes from. Together, they plant, grow and harvest fruit and vegetables that they prepare and eat. Children have good opportunities to experience challenge and manage risks for themselves. They use the outdoor climbing apparatus where they confidently climb and clamber and slither down the slide. Children develop their balancing skills as they walk along beams and hop over stepping stones.

### Outcomes for children are good

Children make good progress in relation to their starting points and capabilities. They are happy, confident and eager to take part in activities. Children of all ages enjoy exploring books. Babies practise turning the pages and enjoy looking at the pictures. Older children match the letters they find in the text to the letters of their names. Children develop a positive attitude, helping to prepare them for their next stage of learning, such as starting school.

## Setting details

<b>Unique reference number</b>	EY487067
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1012070
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	74
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	First Timers Pre School Day Nursery Partnership
<b>Registered person unique reference number</b>	RP534413
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01522510003

First Timers Pre School Day Nursery was registered again in 2015. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including early years professional status and qualified teacher status. The nursery opens from Monday to Friday, all year round, except for a week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

