

# First Class Nursery

Lister Road, Kidderminster, DY11 6NN



## Inspection date

Previous inspection date

28 October 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children make good progress as staff understand how they learn and develop. Staff provide children with a wide range of interesting activities which builds upon their individual needs and interests.
- Children are happy, settled and enjoy close relationships with their key person. Staff are sensitive and respond well to children's individual needs. This helps to promote children's emotional well-being.
- Partnerships with parents are good. Staff talk to parents about what children already know and can do when they first start at the nursery. They use this information well to plan for their learning from the outset.
- Managers are ambitious and motivated. They regularly reflect on the strengths and weakness of the provision. Managers and staff seek and act upon the views of parents, children and other professionals. There is a strong drive to promote the best outcomes for children and their families.

### It is not yet outstanding because:

- Although managers monitor the quality of teaching, they do not share what they learn from this to help staff build further on their good teaching skills.
- Staff are not always successful in ensuring that all parents are fully aware of the plans for their children's future learning.

## What the setting needs to do to improve further

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

- look more closely at the impact of teaching and use this information to share good practice and help children achieve at the highest possible level
- build on information sharing with parents to ensure that all parents are aware of the plans for their children's future learning.

### 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 provider who is also the manager.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a very strong awareness of child protection and understand their responsibility to protect children from harm. Robust recruitment procedures are followed and managers regularly check staffs ongoing suitability. Wider safeguarding issues are discussed and policies and procedures are firmly embedded into daily practice. Staff are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. All staff are qualified and ongoing training is accessed which ensures staff have up to date knowledge and skills. There are effective links with the schools that children move on to. Staff share relevant information with them about children's development. This helps to support children during their move on to school. Parents are happy with the nursery. They speak fondly about the kind and caring staff.

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

Children's communication and language skills are promoted well. Staff model babies emerging speech. They repeat and introduce new words to extend their vocabulary. Children with special educational needs and disabilities, and children who speak English as additional language are supported to make good progress. Staff assess and carefully track children's progress. This means that they are able to identify and react swiftly to any gaps in children's learning. Staff regularly observe children as they play. From these observations they plan learning experiences that are individual to children's age and stage of development. Babies and young children enjoy sensory activities, such as playing with bubbles. Older children enjoy group activities where they learn about letters and sounds.

### Personal development, behaviour and welfare are good

Children play cooperatively together and behave well. Staff remind children of the importance to share, take turns and to be kind to each other. Children benefit from access to the garden throughout the day. They learn to negotiate space as they use ride-on toys and develop their balancing skills as they climb over obstacle courses. Children's independence is fostered well. Staff praise children for their efforts when they try to put their own coats on before going outside. Older children confidently take care of their own self-care needs, such as using the toilet or washing their hands before meals. Babies enjoy looking at photo displays and show excitement when staff point to pictures of themselves and their families. Individual routines for babies are followed. Staff offer babies lots of cuddles and reassurance if they are upset, tired or shy when visitors are present. This helps babies to feel secure and settled.

### Outcomes for children are good

Children are eager learners who readily take part in the activities on offer. Older children gain confidence as they learn to talk in group situations. Younger children learn about technology while they explore a range of electronic toys to create a movement or sound. All children, including those in receipt of government funding, make good progress in their learning and development. They are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY482157
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	996266
<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 - 10
<b>Total number of places</b>	48
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	First Class Nursery (Kidderminster) Limited
<b>Registered person unique reference number</b>	RP534035
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01562 755733

First Class Nursery was registered in October 2014. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3, including two with early years professional status and one manager with qualified teacher status. The nursery opens on Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and disabilities.

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