

# Child First Aylesbury 2

35 Rickfords Hill, Aylesbury, Buckinghamshire, HP20 2RT



## Inspection date

9 January 2017

Previous inspection date

6 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 nursery provides a stimulating and well-thought-out range of activities and experiences that inspire children's curiosity. Staff have a good understanding of how children learn and a clear knowledge of the areas of learning.
- The manager and her deputy monitor children's progress, including for groups of learners, in order to target support where it is needed. All children make good progress relative to their starting points and capabilities.
- The well-organised key-person system supports the well-being of all children and staff know their key children very well. For example, key persons spend daily planned time with their key children. They support many conversations which include discussions around children's time outside the nursery.
- The manager and staff show a strong commitment to making ongoing improvements to provide good outcomes for children. For example, they monitor and evaluate any accidents children have in order to further ensure children's safety.

### It is not yet outstanding because:

- Staff do not always adapt activities effectively to reflect the abilities, and extend the learning, of the younger children.
- Staff have not fully embedded the new communication system with parents. Parents do not consistently receive effective support to contribute to their children's learning and development.

## What the setting needs to do to improve further

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

- review the organisation of some group activities to make sure that younger children are able to become more fully involved
- develop further the support for parents to extend their children's learning at home.

### Inspection activities

- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector held discussions with the managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the evaluation process. The inspector looked at children's records and discussed how staff assess children's progress.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know their responsibilities should they have any concerns about children's welfare, including reporting procedures. Systems for the safe recruitment and induction of newly appointed staff are effective. Arrangements for performance management effectively improve staff knowledge and skills. For example, staff have planned opportunities to evaluate and improve each other's practice. The manager sets targets for the staff to maintain their good practice. Accurate self-evaluation is effective in identifying improvements. The manager and staff build good relationships with parents and seek their views regularly to help make improvements. Children who have special educational needs and/or disabilities receive effective support. Staff meet with parents and take advice from other professionals to ensure children's needs are met.

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

The well-qualified staff devote their time and attention to making sure that children have fun and learn. For example, children delighted in themed activities based on fairies, including storytelling and art opportunities. Staff model language well and copy and repeat the words and phrases of younger children. Children receive good preparation for school. Staff promote children's reading, writing and drawing, indoors and outdoors. They plan time daily to help children explore the sounds letters make. Children receive good support to learn to count, measure and recognise shapes. For example, older children enjoyed learning to measure stones to identify the largest.

### Personal development, behaviour and welfare are good

Staff work effectively as a team, indoors and outdoors, helping to ensure children's safety. Staff teach children about the importance of keeping healthy and safe. For example, children enjoy learning about healthy foods and know how to hold a knife safely during cooking activities. Meals and snacks are nutritious. Children's good behaviour is supported positively; for example, staff provide lots of praise and remind children of the golden rules. Staff provide good opportunities for outdoor play and energetic activities.

### Outcomes for children are good

Children use good decision-making skills, such as choosing to play indoors or outdoors. They gain a good understanding of their local community, and visit local parks and welcome visitors, such as the fire safety officer. Children develop good independence skills. For example, they pour their own drinks and help tidy away toys at appropriate times. Older children in particular develop persistence as they play and explore. All children make good preparation towards the next stage in their learning, such as school, including those children in receipt of additional funding and children who have special educational needs and/or disabilities. All children are confident and motivated.

## Setting details

<b>Unique reference number</b>	EY453434
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1063032
<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>	2 - 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Child 1st Nurseries Limited
<b>Registered person unique reference number</b>	RP526561
<b>Date of previous inspection</b>	6 August 2013
<b>Telephone number</b>	01296 433224

Child First registered in 2012. It is part of a chain of nurseries owned by the same provider and is situated in Aylesbury, Buckinghamshire. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications from level 3 to level 6. The nursery receives funding to provide free early education for children aged two, three and four years. It opens Monday to Friday, all year round except for a week at Christmas and five training days a year. The nursery opens from 7.30am until 6.30pm.

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