

# First Class Day Nursery School



In the grounds of Ferndown First School, Mountbatten Drive, FERNDOWN, Dorset, BH22 9FB

<b>Inspection date</b>	23 August 2017
Previous inspection date	26 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Senior staff build good relationships with other early years professionals to enable them to provide effective support to children and their families. They help children have a smooth transition to school by working closely with the schools they will attend.
- Children show good levels of confidence as they arrive and they quickly engage in activities that support their learning.
- Staff take babies on regular walks in the community enabling them to have fresh air and to widen their range of experiences.
- The management team implement effective methods to support staff with ongoing training and development. Staff feel valued and have regular opportunities for mentoring and individual support meetings.

### It is not yet outstanding because:

- Some staff do not always use the information gained from their observations and assessments of children effectively. They do not consistently involve parents in planning what the children need to learn next.
- Staff are not consistently interacting positively with the babies and toddlers.

## What the setting needs to do to improve further

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

- continue to improve the consistency with the positive interaction that staff have with the very young children
- review how staff use observations and assessments and involve parents in identifying the next stages in children's learning.

### Inspection activities

- The inspector observed staff and children in the playrooms and both outdoor areas.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector held a meeting with the manager and the nominated individual and discussed self-evaluation, staffing and monitoring of the educational programs.
- The inspector spoke to parents to gain their views of the setting.
- The inspector viewed documentation including staff records and children's learning records.

### Inspector

Lorraine Sparey

## Inspection findings

### Effectiveness of the leadership and management is good

There are good methods to monitor and evaluate the provision. For example, the manager maintains a reflective diary. She encourages staff, children and parents to share their ideas so they continue to improve. Staff benefit from regular training opportunities to increase their knowledge and understanding. For example, they attend courses such as 'Behaviour Management' and 'Maths for Boys'. They use the information gained to support the children to understand the expected boundaries and involve boys more in mathematical activities. Safeguarding is effective. Staff have a clear understanding of their role and responsibility and senior staff work closely with agencies and other professionals to support families in need. In general, there are appropriate partnerships with parents. Staff build good relationships with other early years settings that the children attend. For example, children's key staff work closely with childminders or other preschools to gain a consistent approach to their learning.

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

Children participate in a good range of activities tailored to their individual interests. Staff complete regular observations and assessments and use effective systems to monitor children's progress. This helps them identify areas where children need additional support. Staff in the preschool room plan small group activities for their key children to help them progress in their learning. For example, children in small groups thoroughly enjoy sorting marshmallows into different sizes, counting them and learning about more or less. In general, the quality of teaching is good. Staff actively engage with children, showing a genuine interest in what they are saying and doing. Staff use effective methods such as encouraging children to recall activities they have done previously to build on their knowledge and skills.

### Personal development, behaviour and welfare are good

Children are confident and motivated in their learning. They are cared for by warm and gentle staff. Children show good levels of independence as they choose what they would like to play with. Older children learn to vote for their favourite activities and what new resources they would like. This helps them to learn about considering the views of others. Younger children are encouraged to take toys from the low-level storage boxes developing their independence. Children behave well. They benefit from staff being positive role models who use various methods to support children learn about behavioural expectations. For example, they use reward charts to encourage positive behaviours. Children learn about safety when they are on outings in the community, as, for example, they practice how to cross roads safely. They learn how to use a range of equipment such as scissors, bikes and kitchen utensils with care.

### Outcomes for children are good

Children make good progress and are well prepared for the next stage in their learning or their move to school. They show good levels of independence making choices in their play and personal care. They build good relationships with the staff and each other. Children

wait patiently for their turn in activities and thoroughly enjoy stories both in groups and individually. They are keen to share what they know with staff and each other.

## Setting details

<b>Unique reference number</b>	EY431335
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1112652
<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 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	1st Class Day Nursery Limited
<b>Registered person unique reference number</b>	RP907820
<b>Date of previous inspection</b>	26 October 2015
<b>Telephone number</b>	07900 604 587

First Class Day Nursery School registered in 2002 and moved to the current premises in 2008. The nursery operates in the grounds of Ferndown First School in Ferndown, Dorset. The nursery's full day care provision opens each weekday from 8am to 6pm all year, except for one week over Christmas and all public holidays. The nursery receives funding for the provision of free early education for children aged three and four years. Out of school provision operates before and after school from 8am until 8.45am and from 3pm until 6pm. A holiday playscheme operates from 8am until 6pm weekdays during all school holidays, except for one week over Christmas and all public holidays. There are 11 staff members employed to work directly with the children, including the owner and the manager. Of these, one member of staff holds a level 6, nine staff hold level 3 and one member of staff holds level 2.

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