

# Child First Bicester

32 Launton Road, Bicester, Oxfordshire, OX26 6PY



## Inspection date

2 November 2017

Previous inspection date

3 January 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

- Babies and children settle quickly. Staff provide an inviting environment where children are nurtured in very caring relationships. Children develop confidence and behave well.
- Staff provide a stimulating and very well-resourced environment. From a young age, children happily pursue their own interests and eagerly explore the indoor and outdoor play spaces.
- Staff use information gained from observation and assessment to accurately assess children's level of development and identify the next steps in their learning.
- All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning.
- Partnerships with parents, other providers and professionals are good. Children benefit from the shared approach to their care and learning needs. Staff use these partnerships well to help improve outcomes for children.
- The management team continually evaluates the service provided to improve children's learning, taking into account the views of parents, staff and children.

### It is not yet outstanding because:

- At times staff do not fully promote children's understanding of numbers and counting.
- Staff have not fully considered ways to consistently engage pre-school children during group times to help them remain fully involved and interested.

## What the setting needs to do to improve further

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

- focus more closely on supporting children's understanding of numbers and counting
- provide ways to help pre-school children to remain consistently engaged during group activities to help them stay interested and involved.

### Inspection activities

- The inspector observed activities and staff interactions with children in all parts of the nursery, including in the outside environment.
- The inspector held meetings with the provider and manager and spoke to staff, children and parents.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures, and written policies and procedures.
- The inspector conducted several joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Eileen Chadwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and her team understand the procedures to follow if they are concerned about the safety or welfare of a child. Managers have thorough arrangements to ensure robust recruitment, vetting and induction of new staff. They monitor staff practice and support them to improve their performance. They provide training opportunities and inspire staff to further develop their qualifications and skills. For example, training has led to strong teaching of communication and language for children of all ages. Monitoring extends to different groups of children as well as individuals to determine if any area of teaching and learning needs further enhancement.

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

Staff enhance children's communication and language skills effectively at every opportunity. For example, they use repetitive language as they play peek-a-boo with babies and show delight when a child begins to talk. Staff often successfully stimulate children's speaking and listening skills, such as through practical experiences. For instance, when toddlers explore the 'treasure sack' staff spontaneously sing as children discover song and rhyme toys, encouraging them to join in with actions. Staff give children of all ages interesting opportunities to explore and create with different materials. For example, children play in the mud kitchen to make mud cakes and pies. Older children find out about different mixes of flour and water as they create their own play dough.

### Personal development, behaviour and welfare are good

All children and babies have plenty of opportunities to enhance their physical abilities, indoors and outdoors. They learn to keep themselves safe when running around, climbing and riding different toys. Children learn to manage risks effectively to keep themselves and others safe. For example, older children help staff to identify and eliminate hazards in the environment each day. Children receive nutritious food and, during their sociable snack times and mealtimes, children learn to serve healthy portions of food that meet their health and cultural needs. Staff guide children with warmth and patience.

### Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. They are confident learners and talkers and are keen to find things out for themselves. They develop a strong interest in early reading. For example, they enjoy storybooks and learn to use books to find information. Children develop their understanding of mathematical shapes and space well. For example, pre-school children compare the height of tall building tubes during construction activities. Children of all ages use different media to make marks. For example, older babies use prickly balls to make long paint marks while older children use their understanding of the sounds that letters represent to write simple words.

## Setting details

<b>Unique reference number</b>	EY342511
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1062028
<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>	166
<b>Number of children on roll</b>	230
<b>Name of registered person</b>	Child 1st Nurseries Limited
<b>Registered person unique reference number</b>	RP526561
<b>Date of previous inspection</b>	3 January 2013
<b>Telephone number</b>	01869 323730

Child First, Bicester is run by Child 1st Limited. It registered in 2006 and is situated on the outskirts of the town of Bicester. The nursery is open each weekday from 7.30am until 6.30pm for 50 weeks of the year. The nursery supports children who have special educational needs and/or disabilities and children learning English as an additional language. It employs 36 staff, 22 of whom hold a relevant early years qualification at level 3 or above while two members of staff are qualified teachers. The nursery receives funding to provide free early education for children aged two, three and four years.

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