

# First Class Day Nursery School



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

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 18 April 2018  |
| Previous inspection date | 23 August 2017 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|---|-------------------------|-----------------------------|----------|
|   | Previous inspection:    | Good                        | 2        |
| Effectiveness of the leadership and management                |                         | Requires improvement        | 3        |
| Quality of teaching, learning and assessment                  |                         | Requires improvement        | 3        |
| Personal development, behaviour and welfare                   |                         | Requires improvement        | 3        |
| Outcomes for children   |                         | Requires improvement        | 3        |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Although some risk assessments are completed, managers fail to take prompt action to address hazards they have identified to ensure the environment is safe and that accidents are minimised.
- The daily record of attendance does not always include accurate details of the hours that children attend.
- Staff do not make the best use of the information they gather through their observations and assessments of what children know and can do. Activities and staff interactions do not focus closely enough on the priorities for individual children's learning, to help all children to make good progress.
- There are weaknesses in the leadership and management of the nursery, which have led to them being unable to sustain their previous good practice.

### It has the following strengths

- Children behave well. They understand boundaries and expectations and demonstrate care and respect for each other.
- Partnerships with parents and carers are strong. Good information sharing ensures parents are well involved in children's experiences.
- Children benefit from many opportunities to engage in energetic physical play activities as they freely explore the outdoor spaces at the nursery.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

|  | <b>Due Date</b> |
|--|-----------------|
| <ul style="list-style-type: none"> <li>■ improve risk assessment procedures to ensure prompt action is taken to minimise identified risks to children</li> </ul>   | 11/05/2018      |
| <ul style="list-style-type: none"> <li>■ maintain an accurate daily record of the names of children being cared for on the premises and their hours of attendance</li> </ul>   | 11/05/2018      |
| <ul style="list-style-type: none"> <li>■ make better use of information from observations and assessments to help plan and provide activities that better reflect children's specific learning needs and help them all to take the next step in their learning.</li> </ul> | 11/05/2018      |

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

- improve understanding of management roles and responsibilities to ensure all aspects of the provision are reflected upon effectively and areas for improvement are acted upon.

### Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the manager.
- The inspector looked at information about children's learning and sampled welfare records.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children.

### Inspector

Samantha Powis

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Managers do not monitor the effectiveness of the provision well enough and have not identified where the setting is not meeting statutory requirements. Safeguarding is effective. Managers and staff understand their responsibilities and demonstrate confidence in the procedures they must follow if they have any concerns about a child's welfare. Staff receive regular supervision to help them understand their role and increase their skills. For example, coaching and training is offered to staff providing support for children with additional needs. Effective links are made with other professionals to help staff work consistently to meet children's needs.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is inconsistent and does not ensure that children make good progress. Although staff have some understanding of children's learning needs, they do not use this information well to build on children's skills or to extend their learning as much as they can. For example, as children engage in a creative activity, staff fail to encourage them to experiment with different techniques to challenge them and build on their skills. Some staff engage children in purposeful discussion as they play, for example, involving them in counting and simple calculation. However, during daily routines such as snack time, staff miss opportunities to engage children in conversations that encourage children to think and to extend their communication and language skills further.

### **Personal development, behaviour and welfare require improvement**

Although staff remind children of rules to help keep themselves safe, such as walking indoors, steps are not always promptly taken to reduce accidents within the nursery. For example, through risk assessments and the monitoring of accident records the manager has identified that an area within the garden is not as safe as possible. However, insufficient action has been taken to reduce this risk to children's safety. Children are confident and friendly, and develop positive relationships with the staff and their friends. They are supported well to become independent in managing their personal care needs. For example, staff use praise and reassurance and work closely with parents to help children succeed in potty training. Although records to support children's welfare are generally in place, these are not always sufficiently detailed or accurate to help ensure children's safety at all times.

### **Outcomes for children require improvement**

Children generally enjoy their time at the nursery. However, they do not make as much progress as possible as staff do not focus on the most important aspects of their learning when supporting them or planning activities. For example, children experiment with making marks and patterns as they use the chinks and pens. However, more able children are not always provided with opportunities to build on their literacy skills to prepare them for school. Children confidently explore all areas of the nursery and show an increasing ability to use language to communicate. However, large group activities sometimes fail to engage the younger children, and this distracts the attention of the older children and limits their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY431335  |
| <b>Local authority</b>                           | Dorset  |
| <b>Inspection number</b>                         | 1125456   |
| <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>                | 66  |
| <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>               | 23 August 2017  |
| <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 is privately owned and 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 two, 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 10 staff members employed to work directly with the children. One member of staff has Early Years Professional Status, one is a newly qualified teacher. Seven staff have a childcare qualification at level 3 and one has a level 2 qualification.

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