

Inspection date	28 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- The provider has not designated specific roles, such as that of a named deputy, who can take charge in the manager's absence.
- Activities are not always challenging enough to help support what individual children need to learn next. Staff do not make the most of opportunities to promote older children's communication skills
- Staff supervision sessions do not identify specific targets to address weaknesses in their practice. This means that the quality of teaching is variable.
- Although staff observe children's individual learning needs, their assessments are not always precise. As a result, the systems for tracking children do not give an accurate picture of what children know and can do. Therefore, children do not make the progress of which they are capable
- The manager has not yet established arrangements for monitoring the impact that teaching is having on the progress of different groups of children.
- Staff do not gather relevant information from parents about what children know and can do when they join the nursery.

It has the following strengths

- Parents are provided with clear information about the provision and their children's care and development. For example, daily diaries are used for younger children to share details about children's routines and the activities they have taken part in.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ confirm the member of staff who will take on the specific role of named deputy, who in the provider's judgement, is capable to take charge in the absence of the manager 	28/10/2018
<ul style="list-style-type: none"> ■ ensure staff plan for purposeful play and provide challenging activities that effectively engage and meet children's next steps in learning to support all children to make good progress 	28/09/2018
<ul style="list-style-type: none"> ■ improve the arrangements for supervision of staff to provide targeted support, coaching and training to help raise the quality of teaching overall. 	28/10/2018

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

- build on the current observation and assessment procedures so that they are sharply focused and give an accurate picture of what children know and can do
- develop arrangements for monitoring the progress of different groups of children to further identify children who may need additional help or where the provision could be improved further
- allow older children more time to think and respond to questions, to support their language and communication development further
- gain more information from parents when children start at the nursery to help staff understand what children already know and can do.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector viewed the indoor and outdoor environments with the manager. The inspector observed staff interactions with children and assessed the impact on children's learning.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records. The inspector discussed the self-evaluation process with the manager.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff are clear about what action to take if they had concerns about a child. However, the provider has not designated the specific role of deputy to any staff member. Therefore, in the absence of the manager, there is no named person in charge who, in the provider's judgement, is capable to fulfil this role and responsibility. Staff undertake daily risk assessments to minimise any hazards to children's safety. There are secure procedures for the recruitment and induction of new staff to help ensure that adults working with children are suitable. The manager has clear processes to improve the provision. However, she does not monitor staff practice rigorously enough. For example, staff supervisions are not fully effective at identifying what support or training they need, to improve the quality of teaching. In addition, the manager does not sharply focus on reviewing the progress made by different groups of children, to monitor any emerging gaps in learning and close these as quickly as possible.

Quality of teaching, learning and assessment requires improvement

Current systems for observing and assessing children's progress over time are not always accurate. As a result, staff do not always plan activities and learning experiences that meet children's individual learning needs. However, where teaching is strong, children show good levels of engagement and embrace the learning opportunities provided. For example, pre-school children enjoy painting to music. They express their feelings in their pictures. This varies depending on what type of music they are listening to. Staff do not always use skilful questioning with children or give them enough time to respond. Children learn about numbers, sizes, shapes and colours through everyday play. Babies enjoy a calm environment where they are engaged and curious, for example, as they explore various objects in the sand and explore with paint mixing the colours.

Personal development, behaviour and welfare require improvement

Staff and parents exchange information about the children daily. However, staff do not gather detailed information from parents when children start to find out what they already know and can do. Well-qualified staff are positive role models. Children are well behaved. They respond well to the staff and play alongside their peers. Children are learning to share and take turns. Children are excited to take part in physical activities. For example, they take part in yoga and take full advantage of outdoor space to play games with friends. They learn to pedal tricycles and use their imaginative skills as they pretend to cook in the mud kitchen. Staff work well with other professionals.

Outcomes for children require improvement

Pre-school children are adequately prepared for their move on to school. Children show good levels of independence as they tend to their personal needs. Staff do not always closely match activities to children's individual needs and therefore activities do not provide enough challenge to help children make consistently good progress. However, children grow in confidence and build close friendships with others.

Setting details

Unique reference number	EY541574
Local authority	Nottinghamshire
Inspection number	1139747
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	90
Number of children on roll	63
Name of registered person	Child 1st Nurseries Limited
Registered person unique reference number	RP526561
Date of previous inspection	Not applicable
Telephone number	07535 045413

Child First Welbeck registered in 2017. The nursery opens all year round from 7.45am to 6pm, Monday to Friday. They employ nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4 and six at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

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