

# Families First Childcare Co-op

Birdholme Sure Start Centre, Church Street South, CHESTERFIELD, Derbyshire, S40  
2TF



## Inspection date

3 July 2018

Previous inspection date

2 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Children are confident, happy and settled at the nursery. Young children are supported to develop special friendships.
- Leaders provide staff with good support to develop their professional skills. As a result, teaching is secure, and children make good or better progress. Progress is particularly strong in children's communication and speaking skills.
- Staff work well with parents. Parents receive regular information about their child's development. Staff work with parents to identify the next steps for their child.
- Children actively choose from a wide range of activities when they play. Staff plan the curriculum effectively. They use children's current interests to provide activities to meet children's developmental needs.

### It is not yet outstanding because:

- The progress check at age two does not clearly identify emerging concerns about a child's development or the proposed next steps for their learning.
- Staff do not make full use of opportunities that arise in everyday play to teach mathematics.
- Staff do not give enough attention to the new words they might introduce to extend children's vocabulary during planned, adult-led activities.

## What the setting needs to do to improve further

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

- review the progress check at age two to make sure it is fit for purpose, and that any emerging concerns about a child's progress and the next steps for their development can be more clearly identified
- develop staff skills in teaching mathematics in everyday situations
- improve the delivery of planned adult-led activities so that staff use new words to extend children's vocabulary.

### Inspection activities

- The inspector observed activities in two nursery rooms and two outdoor areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector carried out a joint observation of an adult-led activity with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector reviewed children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Joanne Smith HMI

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses information gained from her own observations of staff practice, and from their assessment of children's progress to identify areas for development at the nursery. She takes effective action to address areas in need of improvement. Additional government funding, such as the early years pupil premium is used effectively. For example, staff received training to use a new communication and language teaching package. The result is that children make very good progress in their communication and language development. The arrangements for safeguarding are effective. Staff have a secure understanding of their responsibility to keep children safe. They follow the nursery's safeguarding procedures when they have concerns about a child and report such concerns to child protection agencies when appropriate.

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

Staff make accurate assessments of children's development. They understand the needs and interests of the children they care for, and use this knowledge well in their day to day practice. They adapt and extend activities to retain children's interest and stimulate their curiosity. For example, the previous day children had been fascinated at how colours changed when they were mixed together in water. Staff extended this by providing a tray of shaving foam with colours in it so that children saw how the colours looked and mixed in different media. Staff working with younger children spend time modelling how to play. A child watched as a staff member rolled playdough, and then had a go themselves, making a good attempt at rolling the dough into a ball.

### Personal development, behaviour and welfare are good

Children behave well. Staff help children to understand what behaviours are acceptable by reminding them about the nursery rules. Children understand the rules and even the youngest children remind each other that 'we share' when there is a disagreement over a toy. Staff attend well to children's physical health needs. Staff make sure that children drink plenty of fluid in hot weather and apply sun cream to children's skin. A highly skilled practitioner supports children who have special educational needs and/or disabilities. Through her work these children gain confidence to join in group activities, improve their social skills, and increase their ability to communicate with others. Staff also work in partnership with other professionals, such as speech and language therapists, to improve outcomes for the children.

### Outcomes for children are good

Children develop a good range of skills and knowledge to support their future education. Children's physical skills are developing well. They play with materials such as playdough and gain strength and control in their hands in readiness for holding pencils. Older children enjoy learning to write their name. They write recognisable letters and say the first sound in their name. Younger children hold paintbrushes and use them with control to make marks on paper. Children are developing in mathematics at typical rates, although this is not as rapid as other aspects of their development. Older children talk about objects being big and small and, with support from an adult, can count up to five objects.

## Setting details

<b>Unique reference number</b>	EY402807
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	1125469
<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
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Families First Childcare Co-operative
<b>Registered person unique reference number</b>	RP904958
<b>Date of previous inspection</b>	2 September 2014
<b>Telephone number</b>	01629 532853

Families First Childcare Co-op was registered in 2010. It is situated within the Birdholme Sure Start Centre in Chesterfield. The nursery employs five members of childcare staff, four of whom hold relevant childcare qualifications at level 3 or above. The nursery opens Monday to Friday all year round, from 8.30am to 5pm. The nursery receives nursery education funding for children aged two-, three- and four-years-old.

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