

# The Firs Day Nursery

45 Rosliston Road, Stapenhill, Burton-on-Trent, Staffordshire DE15 9RQ



<b>Inspection date</b>	19 October 2018
Previous inspection date	15 September 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 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

### The provision is good

- The management team ensures all staff receive regular, confidential supervision meetings. This promotes staff morale and enables them to discuss their training needs and anything that concerns them. All staff are well supported to attend training on a regular, ongoing basis and share new learning with others during team meetings.
- The relationships between staff, other providers and the local schools are positive. Staff make sure that the exchange of information between all parties helps to ensure consistency for children's care and learning. Outcomes for children are good.
- The management team makes sure that the self-evaluation procedures include the views of the staff, parents and children. This helps to identify clear targets for further improvement that will benefit all children on roll.
- Trained staff take pre-school children for weekly visits to the nearby forest school. Here, children learn about rules and how to keep themselves safe. They search out twigs to make their own broomsticks and find different coloured autumn leaves as they explore repeating patterns. Children search for insects and talk about their findings. These activities help children to appreciate the wonder of nature around them.

### It is not yet outstanding because:

- Staff do not ensure that all parents are provided with enough information about how best to support their child's continued learning at home.
- There are few opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

## What the setting needs to do to improve further

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

- increase the information provided to parents about how they can support their child's ongoing learning at home
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the local and wider community.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the registered person. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and read a number of feedback sheets provided. She took account of parents' views.

#### Inspector

Mary Henderson

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff keep their child protection knowledge updated through regular training. They know who to contact should they have any concerns about a child in their care. Staff minimise or remove all possible hazards in the indoor and outdoor areas. This helps to keep children safe and well. Management monitors individual and groups of children to ensure they are progressing well. Staff provide parents with feedback about their child each day.

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

Staff provide a broad range of interesting and challenging activities. Babies become enthralled as they use their senses to investigate a tray of autumn leaves. Staff use commentary as they demonstrate to babies how to scrunch the dry leaves with their hands. Toddlers become excited as they explore the autumn interest table. Here, staff use demonstration and support as they help toddlers to scoop out the pumpkin seeds and stir them through the leaves and twigs. Toddlers' imagination and concentration are further promoted as staff encourage them to sprinkle in glitter. Staff use running commentary with toddlers as they play. Pre-school children are well supported to learn about mathematical concepts during their play. For example, they find items around the room to add to the weighing scales and predict what will happen. Staff support pre-school children's learning about capacity. For instance, as children take turns to fill the containers for the weighing scales, staff tell them how many millilitres are in each one. They encourage the pre-school children to predict which one will weigh the heaviest. During such activities, staff use a range of questioning techniques to encourage pre-school children to talk about their findings and to solve their own problems.

### Personal development, behaviour and welfare are good

Staff support children to take manageable risks in their play. Children climb and balance and run around in the fresh air chasing their friends. They are provided with healthy meals and snacks each day. This promotes children's awareness about a healthy lifestyle. Staff are highly responsive with the children in their care and meaningfully praise all children in the moment. This helps children to develop close emotional attachments and promotes their positive behaviour.

### Outcomes for children are good

All children make good progress. They are growing in confidence, make independent choices and explore and investigate their surroundings. All children are developing their love of books as they sit with their friends and the staff to read stories. They thoroughly enjoy singing songs and rhymes and are growing in confidence as they make marks with paints, crayons and pencils. All children are well prepared for the next phase of their learning, including their move to school.

## Setting details

<b>Unique reference number</b>	218504
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10065996
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	96
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Steele, Sharon Elizabeth
<b>Registered person unique reference number</b>	RP513136
<b>Date of previous inspection</b>	15 September 2015
<b>Telephone number</b>	01283 564734

The Firs Day Nursery registered in 1989 and is privately owned. The nursery employs 18 members of childcare staff. Of these, two hold early years teacher status, two hold appropriate early years qualifications at level 5, two hold level 4, nine hold level 3 and three hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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