

Child First Welbeck

The Poultry House, Welbeck, Worksop, Nottinghamshire S80 3LL



Inspection date	11 June 2019
Previous inspection date	28 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- The manager and staff have made many positive improvements since the last inspection. These include extending staff's professional development to ensure consistency when they observe and monitor children's learning. Staff identify what children need to learn next and promote children's development effectively.
- Staff provide a wide range of opportunities for children to be physically active in this stimulating environment, indoors and outdoors. Children have plenty of opportunities for fresh air and physical exercise in the garden. Older children climb on structures and negotiate space when they ride on wheeled toys.
- Children make good progress from their starting points in learning. This includes children who are in receipt of funding.
- Staff actively encourage children's good behaviour. They give children plenty of praise and encouragement, helping to raise their self-esteem. Staff model good manners. Children are polite and behave well.
- Staff promote children's communication and language skills well. For example, when they speak to babies and young children, staff use simple words. Young children copy words spoken and extend their vocabulary. Staff ask older children a good range of questions. Children talk confidently and develop their thinking skills.
- Staff work well in partnership with parents. They share information with them about children's learning and development. Parents comment that they are pleased with the progress their children make.
- Occasionally, staff do not carefully consider how to plan activities to ensure that older children remain focused and engaged.
- Staff do not consistently offer many experiences to extend and build on children's understanding and skills in using everyday technology.

What the setting needs to do to improve further

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

- strengthen the organisation of planned activities to ensure that older children remain focused and engaged
- broaden opportunities for older children to extend their understanding of technology.

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. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

The manager supports staff well. She invites them to attend meetings to reflect on their practice. Most staff are well qualified. They demonstrate a good understanding of how to promote children's learning and development. Safeguarding is effective. The manager and staff have a good understanding of their roles and responsibilities in safeguarding children. They know where to report concerns about children's safety or welfare. Effective recruitment procedures ensure that new staff are suitable and supported well in their roles. The manager reflects on the quality of the nursery. She gathers feedback from children and parents to help identify improvements. Changes have been made to provide further opportunities for babies and young children to develop their imagination.

Quality of teaching, learning and assessment is good

Staff provide opportunities for older children to develop their mathematical skills. For example, when children weigh flour, they ask them if they need 'more' or 'less'. This helps children to learn about measure. Staff encourage babies to extend their physical skills. For example, they lay them on their tummy and place toys slightly out of their reach. Babies stretch forwards for the toy and begin to move. Staff encourage younger children to develop an awareness of themselves. For example, they ask them to point to their nose and eyes. Staff extend this further by singing nursery rhymes that name other parts of the body, helping children to extend their understanding further. The manager monitors the progress of children across the whole nursery. This helps her to efficiently identify any gaps in children's learning that may emerge and to address these swiftly.

Personal development, behaviour and welfare are good

Staff provide opportunities for children to learn about a healthy lifestyle. For example, they talk to children about the healthy food they eat. Children use real nutritious food in their role play. Staff encourage children to be independent. For example, older children wash their hands, serve themselves meals and pour their own drinks. Staff offer children settling-in sessions when they first start. They gather information from parents about children's prior achievements and routines. This helps staff to plan for children's learning and care. Staff encourage new children to bring comforters from home. This helps children settle and feel emotionally secure.

Outcomes for children are good

Children reach typical levels of development for their age and progress well in preparation for future learning, including their move on to school. They demonstrate their creative skills. Babies shake tambourines and younger children press keys on a piano. This helps them to develop an understanding of how sounds can change. Young children demonstrate their early self-care skills when they begin to use a spoon to feed themselves. Older children show an awareness of personal hygiene routines. For example, after they touch their nose during a baking activity, they wash their hands. Older children demonstrate good literacy skills. They begin to recognise sounds that represent letters of the alphabet.

Setting details

Unique reference number	EY541574
Local authority	Nottinghamshire County Council
Inspection number	10089428
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	90
Number of children on roll	59
Name of registered person	Child 1st Nurseries Limited
Registered person unique reference number	RP526561
Date of previous inspection	28 June 2018
Telephone number	01909 530932

Child First Welbeck registered in 2017 and is situated in Worksop. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one holds a qualification at level 4 and one holds a qualification at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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