

1st Class Day Nursery

2 Studfall Court, Corby NN17 1QP



Inspection date	4 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

This provision is good

- The manager is ambitious. She is knowledgeable about the early years foundation stage. The manager monitors the progress that individual children and groups of learners make. She uses the information gained from monitoring to help her to make improvements that support children's outcomes positively. For example, she has enhanced the provision to better support children's mathematical skills.
- All children are developing the necessary skills required to support them in the next stages of their learning.
- Staff effectively teach children about the local community. They take children on visits to the schools they will attend and children enjoy play in the local woods. Staff arrange for the local fire service to visit. Children learn about fire engines and the role of a firefighter.
- The nursery has received a national award in recognition of staff commitment to keeping children safe. They carry out daily checks of the environment to ensure it is suitable. Older children demonstrate some appropriate safety measures without direct reminders because they have learned the rules to keep safe. For example, they stay in the designated area when they use ride-on toys.
- The special educational needs coordinator works closely with other professionals to help to meet children's individual learning needs. Additional government funding is used well to provide children with tailored support and one-to-one teaching when appropriate.
- Staff sensitively help children to value their similarities and differences. For example, as children look at pictures they consider how faces are the same in some ways but also different. Staff explain that they are all beautiful in different ways.
- The monitoring of staff practice is not yet focused sharply enough on raising the quality of individual staff teaching to the highest level.
- Staff do not make full use of their existing partnerships with parents to support them to extend their children's learning at home.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff performance and focus even more precisely on identifying how individual staff may raise the quality of their teaching to the highest level
- extend the information sharing with parents about their children's individual next steps for learning and how they can support learning at home.

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 designated safeguarding officer. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and carers during the inspection and took account of their views.

Inspector

Vicky Weir

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff undertake regular child protection training to help keep their knowledge and skills up to date. They are aware of how to respond should they have a concern about a child's welfare. The designated safeguarding officer has made effective links with other professionals involved in safeguarding children. The manager carries out robust recruitment, vetting and induction procedures. These activities help to ensure that staff are suitable to work with children. The manager seeks feedback from parents and staff to help her to identify areas for improvement. The high levels of staff qualification reflect well in the provision of a wide range of well-planned activities. These engage children well and contribute to their good progress across all areas of learning.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's learning. They use this information to plan effectively for what children need to learn next. For example, two-year-old children take turns rolling balls down guttering during a planned activity. Children learn to include others in their play. Staff provide imaginative activities that help to promote children's mathematical skills. Older children learn to recognise numbers on keys that they use to unlock padlocks. Younger children count pennies. They exchange these for their fruit at snack time. Staff support children's communication and language skills well. They help children who speak English as an additional language to develop their vocabulary successfully. For example, staff use pictures that help children to understand the meaning of new words. They simplify explanations to help older children to gain an understanding of the natural world. Children have many opportunities to imagine and create.

Personal development, behaviour and welfare are good

Staff help children to develop a healthy lifestyle successfully. Staff prompt older children to recall previous learning that sugar is not good for their teeth. Children are given regular opportunities for physical activity in the inviting outdoor area. Effective support ensures children become confident and resilient learners. Staff encourage older children to solve their own problems, such as when they assist children to search for a lost toy. Staff are calm and consistent in their approach to managing any unwanted behaviours. They nurture children's relationships and self-esteem.

Outcomes for children are good

All children make good progress from their individual starting points. This includes those children in receipt of funding, those who speak English as an additional language and those with special educational needs and/or disabilities. Many children make better than typical progress in personal, social and emotional development. Older children show concern for living things as they look at worms in the garden. All children display a positive disposition to learn. Children enjoy working out how to use a tap as they help themselves to water. Older children work out how to operate a simple computer program with their friends. Children gain secure literacy and mathematical skills. Younger children recognise shapes to complete jigsaws.

Setting details

Unique reference number	EY541319
Local authority	Northamptonshire
Inspection number	10089812
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	81
Name of registered person	Paton-Eades, Shelley
Registered person unique reference number	RP541318
Date of previous inspection	Not applicable
Telephone number	01536 264566

1st Class Day Nursery is located in Corby and registered in 2016. The nursery employs 13 members of childcare staff, 12 of whom hold early years qualifications between level 3 and 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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