

Inspection of First Chapter Day Nursery

Toll Bar Cottage, High Lane, Burscough, ORMSKIRK, Lancashire L40 7SN

Inspection date: 5 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and her team are warm and welcoming. Children are excited when they arrive at the nursery and delve straight into the wide range of activities available. The newly purpose-built provision offers ample space for children to play, discover and learn both indoors and outside. Children show a strong sense of belonging as they explore the environment with confidence, demonstrating that they feel safe and secure.

Staff have high expectations for every child. The well-embedded key-person system helps staff to gain a deep understanding of children and contributes to staff planning meaningful play experiences that build on what children already know. Staff and children have excellent relationships. Children regularly involve staff in their play and, when required, will check in with them for emotional reassurance. The nursery is fully inclusive and is particularly effective at supporting children with special educational needs and/or disabilities.

Children are well behaved, kind and considerate. Staff encourage children to celebrate each other and work together as a team. Clear and consistent routines and boundaries are in place, further supporting children to make good choices.

What does the early years setting do well and what does it need to do better?

- The manager is ambitious and hard-working. She uses the views of children, parents and other professionals to review the quality of the nursery. This helps the manager to assess what works well and what needs to change.
- Staff comment on how well supported they are by senior management. A good system of supervision is in place. However, staff strengths are not used effectively to allow for a consistent quality of teaching across the nursery.
- Parents describe the good level of care their children receive. They comment on having regular opportunities to speak with key staff and discuss their children's progress.
- Children have countless opportunities to develop their independence. Babies begin to eat and drink independently. Younger children are supported by staff to put on their shoes and coats in preparation for outdoor play. Older children master self-help skills such as handwashing and toileting. They also learn to self-register when they arrive at the setting. These experiences help children to gain the skills that support preparation for school.
- Children learn about their local community. For example, they make trips to the shops, where they meet and socialise with others. They attend the local care home where they dance, sing and read with older people. However, children have little opportunity to learn about diversity, such as similarities and differences and the wider world.

- Staff model good communication with children and use their interests to engage them in conversation. They respond clearly to children, giving them appropriate time to think and respond. Consequently, children express themselves well, confidently sharing their stories with staff and visitors.
- Babies are supported to thrive using a wide range of age-appropriate resources. They begin to make links between movement and actions as they use their fingers to make marks with paint. Staff support babies to explore cold, wet, hard and soft textures during sensory play. Babies giggle as they see themselves in mirrors and watch their expressions in their reflection.
- Staff help children to nurture an early love of reading and writing. Babies watch with awe as staff use props and dramatic voices to read aloud to them. Older children use pictures to think critically and anticipate what will happen next in stories. Children regularly access books by themselves and learn that print carries meaning.
- Staff skilfully support children to engage in child-led play, offering support when required. They use positive praise and encouragement to maintain children's interests and encourage them to have another go. This helps children to develop a can-do attitude.
- The manager and her team are proactive in seeking support from other professionals in meeting the needs of children. For example, they have developed close links with the local authority disability link worker and the speech and language team. These measures help every child to receive the best possible start to their early education.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff stay up to date with safeguarding training. Staff demonstrate a secure understanding of how to identify if a child is at risk from harm or abuse. They follow comprehensive procedures when recording accidents, including any pre-existing injuries. Staff are aware of possible signs that might indicate that a child or their family are vulnerable to extreme views or ideas. They are familiar with the whistle-blowing policy and local safeguarding procedures for reporting allegations. The manager ensures that recruitment procedures are robust and that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- continue to establish the key strengths of staff to allow for a more consistent quality of teaching across the nursery
- develop more ways to help children celebrate diversity and gain a better understanding of the wider world.

Setting details

Unique reference number	EY272250
Local authority	Lancashire
Inspection number	10073281
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	4 to 0
Total number of places	38
Number of children on roll	71
Name of registered person	1st Class Nursery Ltd
Registered person unique reference number	RP906202
Telephone number	01704 893 279
Date of previous inspection	27 July 2016

Information about this early years setting

First Chapter Day Nursery registered in 2004 and is situated in Burscough, Lancashire. The nursery employs 11 members of staff. Of these, four are qualified to level 6, five are qualified to level 3 and two are qualified to level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Aisling Culshaw

Inspection activities

- An adult-led activity was observed and evaluated by the inspector and the manager.
- The quality of teaching was observed in both the indoor and outdoor environments.
- The manager and the inspector completed a tour to gain an overview of how the curriculum is organised.
- The inspector spoke to parents and took account of their views at the inspection.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- Interactions between staff and children were observed and evaluated by the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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