

Inspection of First Class Nurseries

British Red Cross Society, Salmon Parade, Bridgwater, Somerset TA6 5JT

Inspection date: 6 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Highly passionate staff provide an impressive learning environment where children flourish and develop high levels of confidence and self-esteem. Space is organised exceedingly well to provide children with excellent learning opportunities. Older children thoroughly enjoy exploring real ingredients and cooking equipment in their role play. They are extremely animated and immerse themselves in their play as they explore their chosen activity. Their behaviour is impeccable, playing harmoniously with each other, taking turns and sharing tools. They persevere to complete tasks, such as finding the best way to join recycled objects as they construct castles.

Staff are excellent role models and promote the nursery's values in a seamless and age-appropriate way. Children talk about how they should pick toys up if they see them on the floor so that they do not get broken. For this, staff praise children and add a pebble to the jar, celebrating children's achievements exceedingly well. Children understand that once the jar is full then the whole group will receive a reward, and strive to do this, commenting that 'it is nearly at the top'.

Children form exceedingly strong relationships with friendly and caring staff, who show them great respect and value their contributions. Children receive reassurance and cuddles when they feel overwhelmed or unsettled. Staff take time to sit with the children to share stories, and gradually encourage them to play with their friends.

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

- Leaders put children at the heart of all they do and have the highest expectations of staff and children. They are exemplary role models and encourage staff wholeheartedly to maintain their outstanding practice. There is a high focus on ensuring staff's well-being, alongside highly effective support for their professional development. Staff visit other nurseries and access training to continue to enhance the stimulating environment, their extremely positive interactions and their impressive teaching skills.
- Staff work extremely closely with parents and outside agencies to provide individualised plans to help children with special educational needs and/or disabilities reach their full potential. All parents are actively involved in their children's learning and staff keep them exceedingly well informed about their children's progress. Parents willingly give their time, such as sharing their home language. Staff eagerly share ideas to support learning at home, especially in preparation for school.
- Key persons have deep knowledge and excellent understanding of how each child learns. This helps them to plan an inspiring curriculum, which staff deliver

extremely well to build on what children know and need to do next. Children are excited to learn and engage enthusiastically in stimulating activities. For example, staff recognise that some children need opportunities to be physically active. They use a familiar story to encourage children to move in different ways and to accompany the rhythm of the words with musical instruments.

- Children develop exceedingly good communication skills in a language-rich environment. Staff use every opportunity to engage children in conversations to encourage their speech, especially in their role play where positive interactions from staff build children's vocabulary. Children listen well and follow instructions accurately, such as when they move in different ways through the grass and mud in their imaginative storytelling. Staff question older children highly effectively and give them time to think of a solution and voice their idea, for instance how they can help each other.
- Children's well-being is paramount. There are impressive systems to ensure there is a comprehensive account of children's individual care needs, which all staff understand and implement to the highest level. There is a strong and valuable two-way flow of communication between the nursery and home to enable continuity in children's care, learning and development. Staff gather comprehensive information about children when they first start, including a detailed baseline assessment of their learning to support staff in their initial planning.
- Leaders reflect highly effectively on their provision to ensure outcomes for children are excellent. They show high levels of commitment to their staff and children. They work cohesively with other early years providers to provide the best learning experiences for children.
- Children feel safe in an extremely nurturing environment. They have very high levels of confidence when talking to unfamiliar adults, expressing themselves clearly and articulating their views successfully. They happily invite unfamiliar adults into their play. For example, they share their favourite books, and show great independence.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have rigorous systems to ensure that staff are, and remain, suitable for their role. They ensure that they keep themselves and staff fully up to date with safeguarding practice. This leads to all staff having very secure knowledge of their roles and responsibilities to report any concerns about a child's welfare. Children's safety is paramount. Staff understand and implement comprehensive policies and procedures to protect children highly effectively, such as the efficient monitoring of children's absences. They use their risk assessments exceedingly well to ensure the premises are safe and secure. They encourage children to think about risks for themselves, such as why they need to walk when they are inside or why they have time limits when using the computer. This helps them to manage potential risks independently.

Setting details

Unique reference number	EY548852
Local authority	Somerset
Inspection number	10130785
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	36
Number of children on roll	76
Name of registered person	Denise Jane Meeks and Lisa Anne Coram Partnership
Registered person unique reference number	RP527121
Telephone number	01278 424450
Date of previous inspection	Not applicable

Information about this early years setting

First Class Nurseries registered in 2017 and is based in Bridgwater, Somerset. The nursery operates on Monday to Thursday, from 8am until 6pm, and on Friday from 8am until 5pm, for 50 weeks of the year. It receives funding for the provision of free early education for children age three and four years. The leaders hold early years qualifications at level 3. They employ six members of staff, all of whom hold early years qualifications at level 3.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector observed staff's interactions as children played inside and outside and discussed children's progress.
- The deputy manager and the inspector completed a joint observation to assess the impact on children's learning and the quality of teaching.
- The inspector spoke to leaders, staff, parents and children at convenient times during the inspection.
- The leaders of the nursery and the inspector completed a learning walk of the setting to discuss the effectiveness of self-evaluation and how the environment has an impact on children's learning and development.
- The inspector sampled required documentation, including staff's suitability records.

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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