

Inspection of Child 1st Day Nursery

41 Broom Street, Stoke-on-Trent ST1 2EW

Inspection date: 1 December 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy at this warm and welcoming nursery. They confidently leave their parents at the door and quickly settle into the nursery routine. Children's behaviour is good. They learn about the nursery rules and boundaries and what is expected of them. Children are kind and friendly towards each other. Children display positive attitudes. All children benefit from a good range of experiences that prepare them well for their future success.

Babies are keen to play and explore. They play imaginatively and practise digging and scooping as they play in the indoor sandpit. They love to explore using their senses as they feel different textures, such as cotton wool and foam. Together with staff, babies sing nursery rhymes and songs. Staff use props linked to the songs to bring them alive and keep babies focused. Children are motivated to join in activities. Children decorate the Christmas tree and talk about seeing their 'reflections in the baubles'. Children enjoying learning about the natural world as they help to look after the nursery chickens and collect their eggs. Children develop good communication skills and are able to confidently articulate what they know. All children develop a love of reading and enjoy books. They select books independently and enthusiastically join in as they listen to stories.

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

- Leaders have placed high priority on improving the nursery since the last inspection. They have worked closely with the support team and senior management to address the weaknesses, including enhancing the environment and outcomes for children.
- Staff encourage children to follow a healthy lifestyle. They provide children with nutritious meals, and a selection of fruits at the open snack table. Children have some daily opportunities to be outdoors in the fresh air and develop their physical skills. However, staff do not consistently ensure children, who particularly learn better outdoors, have opportunities to choose when they play outdoors.
- The well-organised environment promotes children's natural curiosity. Staff get to know children well from the start. They gather information from parents to help tailor settling-in sessions to support children's individual needs and promote their interests. Staff plan activities which allow children to take the lead in their own learning, such as building a gingerbread house. As a result, children are eager to engage in activities.
- Overall, children benefit from an interesting and well-balanced curriculum that follows their interests. Staff talk to children and confidently articulate what they want children to learn during their time at the nursery. However, occasionally, staff do not allow sufficient time when posing questions to children to allow

them to answer, and fully explain their own ideas and what they think.

- Partnerships with parents are good. Staff take time to talk to parents, and build strong and trusting relationships. Parents comment how happy their children are attending the setting. Parents particularly like the fact they are provided with information on the activities at the nursery and are given suggestions to support children's learning at home. Staff in the baby room have also created baskets filled with lots of interesting resources parents can do with their children at home, including words to nursery rhymes and puppets and props linked to story books.
- The nursery special educational needs coordinator is knowledgeable. Children with special educational needs and/or disabilities, and children who speak English as an additional language receive appropriate support. Staff interact positively with children and adapt their teaching to meet their needs. For example, they find out words in children's home language and use flashcards, so that children know what is happening now and next, and can make choices independently. Staff also set appropriate learning targets, which they review regularly with parents, and work closely with professionals to ensure gaps in learning for these children are closed.
- Staff are happy and feel well supported in their roles. They have regular staff meetings and opportunities to attend training. Key staff have time out of the main nursery rooms to support children who need additional support, which has a positive impact on children's welfare.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff receive regular training and updates about child protection and safeguarding issues. Staff know the possible signs of abuse and neglect. They know what to do should they have any concerns about a child's welfare and what to do if they felt concerns were not being taken seriously. Staff confidently discuss a wide range of safeguarding issues, such as children being exposed to extremist views. They make effective use of risk assessments to ensure that the premises are safe and secure. The manager follows robust recruitment processes, which helps to ensure the suitability of adults working with children.

What does the setting need to do to improve?

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

- develop the use of the outdoor areas to ensure children who prefer to learn outdoors are able to do so
- develop all staff's questioning skills so that they allow children sufficient time to think and answer before asking the next question.

Setting details

Unique reference number	EY396797
Local authority	Stoke-on-Trent
Inspection number	10204155
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	119
Number of children on roll	121
Name of registered person	CHILD 1ST (STOKE) LTD
Registered person unique reference number	RP529148
Telephone number	01782 911919
Date of previous inspection	6 July 2021

Information about this early years setting

Child 1st Day Nursery registered in 2009. The nursery opens from Monday to Friday all year round from 7.30am until 6pm. The nursery employs 19 members of childcare staff. All of whom hold early years qualifications between level 2 and level 6. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and her management team. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all written feedback received.

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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