

Inspection of Children 1st @ Monks Road

Elm House, Monks Road, Lincoln, Lincolnshire LN2 5HL

Inspection date: 12 January 2022

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| 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

Children are enthusiastic learners who love coming to nursery. Children of all ages develop strong relationships with the staff. They settle quickly with staff and happily seek a reassuring cuddle when needed. This has a positive impact on children's emotional well-being and helps to ensure they feel safe and secure. Children have high levels of confidence in their abilities and social situations. They eagerly interact with each other and visitors. During imaginative play, children encourage the inspector to shake the milk to see if it is empty, helping them make a 'cup of tea'. Children acquire a breadth of knowledge and skills, freely exploring a wide range of fully accessible resources and making choices in their play.

Children enjoy sharing their keen imagination and creative skills while developing their hand muscles. They help each other decorate a spaceship using a variety of tools and materials. Children negotiate what colour to paint it and how to mix that colour. They discuss what they might see flying in their rocket and giggle at the idea the paint would mean getting 'a purple bottom' when they sit down. Staff create an environment that allows friendships to flourish. Children adhere to staff's high behavioural expectations and show a deep understanding of boundaries and manners. They are always courteous of others' needs, such as making room for their friends in the lift. Children wait for their friends to start mealtimes. They take turns to describe what they think the berry ice cream tastes like and help their friends find the right cutlery.

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

- Staff know the children well and are attuned to their individual care and learning requirements. They observe children, accurately assessing their current development and what they need to learn next. Staff focus on supporting any potential gaps in children's learning and experiences. Staff and leaders have high aspirations for all children. Children who may need additional support are quickly identified and strategies are put in place, including for children with special educational needs and/or disabilities.
- Staff plan activities that build upon what children know and can do. They engage children through their current interests, as well as providing opportunities to discover new interests, such as space. For example, two-year-olds enjoy exploring 'alien goo' after showing a keen interest in sensory play. They develop their hand muscles while solving how to best grasp and count the alien eyes that are in the slippery solution.
- Overall, staff support children to develop their communication and language skills. They encourage children to extend their vocabulary within play. Staff use the word 'tedious', explaining this means it is hard to do. Staff encourage younger children to sing familiar songs and babble back and forth with them.

Children enjoy the 'wibble wobble' song, wiggling and practising new sounds. However, high quality, purposeful interactions are not consistent between all staff. At times, staff do not allow children enough time to answer questions and do not make the most of opportunities for discussion. For example, some staff tell children that it is pasta for dinner, while other staff support discussions on how they could find out the ingredients.

- Children listen intently to staff and follow instructions. They have a can-do attitude and are keen to try new things. Staff usually support children to be independent. For instance, they encourage children to wash their hands independently. However, staff do not consistently provide enough opportunities and time for children to think and try things themselves, particularly those preparing for school. For example, three-year-olds are not always encouraged to persevere and put their own shoes, coats and aprons on.
- Staff promote conversations that teach children to appreciate others' differences and extend children's understanding of the wider community. Children take part in nursery council, where their voice impacts improvement of community projects and nursery changes. They discussed and voted on what healthy meals they would like on the new food menu, supporting their motivation to try new foods.
- Leaders are passionate about good-quality professional development and provide a broad range of training for staff of all levels. Staff feel supported with their individual training needs. Leaders are reflective and accurately identify and support areas of improvement. For instance, after reflecting on younger children's need to explore, staff were supported to create treasure baskets. These provide textures and experiences children may not access elsewhere and offer further opportunities to develop children's first words.
- Staff work effectively in partnership with parents on all aspects of children's learning and care, including toilet training and school transitions. Parents feel well informed about their children's progress and how to support them at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough and broad knowledge of how to keep children safe from harm. The site is secure and has clear visitor procedures. Staff and leaders know the children and families well. They demonstrate a good understanding of the signs and symptoms that indicate a child may be at risk of harm. They are confident in fulfilling their responsibilities, including reporting and escalating any concerns to the relevant people and outside agencies. Staff check the environment regularly to ensure it is a safe place for children to play. Leaders have robust recruitment procedures in place and continuously monitor the suitability of all staff.

What does the setting need to do to improve?

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

- improve the consistency of staff's interactions to further develop children's communication skills
- allow children more time and opportunities to think, solve problems and further develop independence skills, particularly children who are preparing for school.

Setting details

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| Unique reference number | EY481238 |
| Local authority | Lincolnshire |
| Inspection number | 10076253 |
| 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 | 120 |
| Number of children on roll | 106 |
| Name of registered person | Breedon House Nurseries Limited |
| Registered person unique reference number | RP900832 |
| Telephone number | 01522533280 |
| Date of previous inspection | 16 March 2016 |

Information about this early years setting

Children 1st @ Monks Road registered in 2014 and is located in Lincoln. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one has qualified teacher status. The nursery opens from Monday to Friday all year round, except for one week at Christmas and on bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lora Teague
Susan Hyatt

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The inspectors, the manager and the assistant manager conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspectors observed staff and children of all ages through the setting, assessing the quality of education and its impact on children's learning and development.
- The inspectors spoke to a range of parents and took their views into account.
- The inspectors and the manager observed and evaluated an activity.
- The inspectors held discussions with staff, leaders and managers regularly during the inspection.
- The inspectors reviewed a sample of documents, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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