

Inspection of First Class Day Nursery Ltd

First Class Day Nursery, 81-85 High Road, Benfleet, Essex SS7 5LN

Inspection date: 2 February 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children and parents are greeted very warmly by affectionate staff. The provider is rightly proud of the family feeling throughout the setting. Relationships between children and key persons are secure and nurturing. Staff gather valuable information about babies' care routines. They use this information well to ensure that babies settle quickly and feel safe to begin to explore their environment. All children confidently settle and engage with the wide range of stimulating activities on offer. They are well supported by interested and attentive staff.

Staff model high levels of care and compassion. Children learn to be polite and interested, confidently greeting visitors with a cheery 'good morning'. Children take it in turns to be 'safety detectives', helping identify risks in the classroom and in the garden. They learn how to follow simple rules and begin to learn how to keep themselves safe. Children learn to be compassionate citizens. The setting raises money to pay for guide dogs and to provide treats for the NHS staff during the COVID-19 pandemic. Children learn how to express their feelings and emotions in age-appropriate ways. They make good progress and thrive because staff have high expectations of children and themselves.

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

- The provider focuses on providing children with a language rich environment. Children thoroughly enjoy books, stories and rhymes. For example, a member of staff carefully uses an extensive range of methods to engage very young children in stories and rhymes. Children take it in turns to pull a card out of a cardboard box, and they sing or read the story on the card. As they sing, the member of staff beats out the rhythm on the box and encourages the children to do so as well. Children become completely entranced in the rhythms of the stories and rhymes.
- Parents are full of praise for the setting. They highlight the determined efforts the provider made to ensure continued communication throughout the COVID-19 pandemic. Parents value the advice and guidance they receive to continue their children's learning at home. This joined up approach supports children to achieve their full potential.
- Support for children with special educational needs and/or disabilities (SEND) is robust and determined. Staff work exceptionally hard to ensure that they get the support that they need. Sharply focused assessments swiftly identify when children need additional support. Staff work in full cooperation with other agencies to ensure that all children, including those with SEND, get the support they need to be ready for their next stage in learning.
- Staff talk passionately and without prompting about how much they love their job. They are proud of the work they do to make sure that children have a

smooth transition to school. The provider invests in support that promotes staff's well-being, including access to counsellors. Opportunities for staff to further their qualifications and skills are abundant. Most staff stay at the setting for many years and this builds a shared vision for the children's best outcomes.

- The provider gathers extensive information about children's rich and diverse cultural backgrounds when they start. They gather key words in children's additional languages to support children to feel safe and communicate when they start. However, information gathered is not fully utilised to support children to explore what makes them unique and learn about their own and each other's cultural backgrounds.
- The provider has a clear vision of what they want children to learn through their well-thought-out curriculum. Occasionally, staff do not implement the intended curriculum to the highest possible level. For example, they put children's aprons on when they have identified a key learning intention to be independent in dressing. This indicates that the monitoring of the curriculum, although extensive, does not fully identify areas for development that would improve the consistency of the delivery of the curriculum intention.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their duty to protect children and report any concerns they may have about a child's well-being. They undertake regular training in safeguarding and receive updates. Staff know the importance of following correct procedures, including keeping associated records. Since the last inspection, the provider has accessed training that has improved knowledge and understanding of safer recruitment. The continued suitability of staff is checked regularly. Staff are alert to wider safeguarding risks, such as the risk of radicalisation and grooming. Staff know when and how to escalate their concerns outside the setting, should this be necessary.

What does the setting need to do to improve?

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

- fully utilise the information gathered about children's cultures to support children to have richer experiences and a deeper understanding of their own and each other's cultural backgrounds
- refine the extensive monitoring and support for staff, to be able to fully identify areas for development that will improve the consistency of the delivery of the intended curriculum.

Setting details

Unique reference number	EY363539
Local authority	Essex
Inspection number	10127279
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 8
Total number of places	100
Number of children on roll	199
Name of registered person	First Class Day Nursery Limited
Registered person unique reference number	RP531225
Telephone number	01268566800
Date of previous inspection	29 May 2015

Information about this early years setting

First Class Day Nursery Ltd was registered in 2006. The nursery employs 35 members of childcare staff. Of these, 24 hold appropriate qualifications at level 2 and above. Four staff are qualified to level 6. All remaining staff are unqualified. The nursery opens all year round from Monday to Friday. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Terrie Simpson
Daniella Adams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The provider and inspectors completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors carried out joint observations with senior members of staff.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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