

Inspection of Children 1st @ The Marina

Brayford Pool, LINCOLN LN1 1RD

Inspection date: 9 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy learning in the welcoming environment created by staff. Children develop secure relationships with staff. They settle quickly and are happy to seek reassurance and help from staff when needed. This has a positive impact on children's well-being and ensures they feel safe.

Children show a love of stories. They have excellent attention skills when listening to familiar books such as 'Super Potato'. After listening to the story, children use their imagination and a variety of tools and materials to create their own super vegetables. The children learn new words such as 'courgette'. Children work as a group and give each other encouragement while moving large blocks, creating a 'super village' for their vegetables. Children show pride in their creations, smiling as they show staff and visitors their 'super green bean'.

Children of all ages are taught by staff to show kindness and respect towards each other, fostering firm friendships. Young children help their friends put on their coats and say 'thank you'. Children are confident and independent. They develop a can-do attitude supported by staff. Children under two receive praise as they wash their hands independently and put their own hats on ready to explore outside. Children adhere to staff's high behavioural expectations and know the daily routines. They listen and wait for their name to line up ready for lunch.

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

- Staff have a good knowledge of children's learning and development. They know the children well and can talk about their individual personalities and care needs. They observe children as they play and assess what they need to learn next. Staff focus on supporting any identified gaps in children's learning and experiences, including those children with special educational needs and/or disabilities.
- Staff offer a range of opportunities for children to learn based around their interests. They build on what children know and can do. For example, staff in the baby room know the children have a keen interest in blocks. Children enjoy an activity building with blocks, foam, water and ice. They show determination when balancing different farm animals on top of their towers. They develop their speech, practising animal sounds and using new words such as 'slimy' to describe the textures they can feel.
- Staff plan opportunities and experiences children may not get elsewhere. Staff support children to learn about similarity and difference while using materials to create Chinese dragons. They discuss why dragons are important to Chinese New Year.
- Overall, staff's interactions are effective and help support children's

communication. Staff encourage children to build their confidence and make choices in their play. Staff ask children what they are doing while playing in the kitchen area. The children are not sure what the shampoo bottle is for until staff show them how to wash their hair. Staff repeat key words and actions that the children imitate. However, at times, the way staff communicate and their expectations of what children will learn are not suitable for some children. Therefore, children lose focus and engagement. Some two-year-olds lack concentration and start to wander during large group time, as it is too challenging for them.

- Staff help children to learn about the things they need for a healthy lifestyle. They discuss with children why it is important to brush their teeth and encourage them to tell each other the colour of their toothbrushes.
- Children listen to staff and follow instructions. For example, staff teach children of all ages to take care of resources, including how to put them away when they have finished. Occasionally, staff do not support children, particularly two-year-olds, to manage how they are feeling. For example, when children are upset, staff do not talk to them about how they feel and what this means. As a result, some children find it hard to focus during play.
- Leaders and managers support all staff, particularly apprentices, through high-quality professional development. The well-established leadership team creates a reflective culture. Staff evaluate the range and quality of children's experiences and work together to make improvements. They develop effective relationships with other local settings and other professionals that work with children to share good practice.
- Partnerships with parents and carers are important to staff and leaders. They work alongside parents, supporting children's care and learning needs, including toilet training. Parents feel well informed about children's progress and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a secure understanding of their responsibilities in keeping children safe. They demonstrate a good understanding of the signs and symptoms a child may be at risk of harm. They are confident in reporting and escalating any concerns to the relevant people, for example social care and the police. Staff and leaders know families and children well. The site is secure and has robust visitor procedures. Staff check the environment regularly to ensure it is a safe place for children to play. Leaders have a thorough recruitment procedure 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:

- differentiate planned activities and interactions further to ensure they offer suitable challenge and meet the developmental needs of all children
- provide children with further support to explain and manage their feelings so they can concentrate on their chosen play.

Setting details

Unique reference number	EY481236
Local authority	Lincolnshire
Inspection number	10138586
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	157
Name of registered person	Breedon House Nurseries Limited
Registered person unique reference number	RP900832
Telephone number	01522511333
Date of previous inspection	15 July 2016

Information about this early years setting

Children 1st @ The Marina registered in 2014 and is located in the centre of Lincoln. The nursery employs 27 childcare practitioners. Of these, 16 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round, except for bank holidays and Christmas week, from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

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 the evaluation of the setting.
- The manager and inspector completed a learning walk together, discussing the intention for children and how the environment is designed.
- The inspector observed children play and evaluated the impact of interactions and the environment on children's learning. Children's voices were taken into consideration.
- A range of documentation was reviewed, including suitability checks, first-aid certificates and safeguarding policies and procedures.
- The manager and inspector observed and evaluated an activity.
- The inspector held discussions with staff and leaders regularly during the inspection.
- The inspector spoke to parents and took their views into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022