

# Inspection of Children 1st @ Birstall

1 Park Road, Birstall, Leicester, Leicestershire LE4 3AX

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Inspection date: 21 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicableNot applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The positive relationships between children and staff throughout the nursery promotes children's feelings of well-being and safety. Babies confidently approach staff for stories. They show that they feel safe as staff gently comfort them to sleep when they are tired. Toddlers join in with songs and they know the actions. They respond very positively to the enthusiastic praise from staff, smiling and clapping themselves. Pre-school children work together confidently in their key groups. They begin to learn about how to promote their own well-being. For example, children take part in yoga sessions. They say the names of the poses and they know it is important to drink water afterwards, so they stay hydrated.

Children respond to the high expectations staff have for them. They are eager to have a go at and try new experiences because staff are encouraging and supportive. Children take part in activities that are planned by staff to follow their interests and that extend their learning. For example, children show excitement when they read a favourite story that features vegetable characters with staff. The children confidently predict what is going to happen next. Staff plan craft activities that link to the story to help children learn about healthy food choices and how to care for their teeth.

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

- There is a strong management team in the nursery, who work very well with staff to inspire and support them in their work with the children. A clear commitment to training helps contribute to staff's knowledge being kept up to date. This contributes to the consistently good practice and interactions with children throughout the nursery. The atmosphere in all nursery rooms is calm, productive and happy. Children clearly show a sense of belonging and staff are attentive to their needs.
- Staff spend time with children as they play, and they know what children need to learn next. Staff effectively identify gaps in children's learning. For example, if they need more support to play with their peers and learn to take turns, staff provide games, such as lotto, to develop children's confidence and cooperation skills. Parents are encouraged to share information from home about their child's interests and achievements. Staff take account of this information when they plan activities.
- Staff talk to children about what they are doing and listen with interest to the children's comments. For example, when children talk about their favourite dinosaur being a 'velociraptor' and that they like 'herbivores as well as carnivores'. However, sometimes, staff do not make the most of opportunities that arise to further promote learning and give children confidence to speak. For example, occasionally they ask children lots of questions in quick succession and

do not give children time to think about what they want to say in response.

- Children are actively encouraged to widen their experiences at nursery and begin to develop a sense of responsibility. Pre-school children contribute to the 'children's council'. They attend a meeting about what they like at nursery and share their ideas for improvements. Staff organise a rota for pre-school children to help with general tasks, such as checking the different areas of the early years unit for tidiness during the day. This helps children to develop a sense of responsibility and care for their space in the nursery.
- Staff support children to be independent in all group rooms in the nursery. Babies choose toys they want to play with. Toddlers learn how to put their coats and aprons on for themselves. Children are supervised and help to serve their own food at mealtimes. Thorough procedures are in place to ensure that any specific health or dietary needs children have are managed effectively. Older toddlers and pre-school children learn about the 'nursery promises'. These promises link to the expectations for behaviour and children reflect these very well. They work well together, learning to share and be kind to one another.
- Parents are happy with the care their children receive at nursery. They comment on how approachable and supportive the staff and managers are. They are happy with the progress they can see their children make at nursery. Such as knowing songs and rhymes and developing confidence and skills for when they start school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are confident to speak about the nursery policy for safeguarding. They know how to recognise signs and symptoms of abuse and how to report any child protection concerns. Regular refresher training and discussions in team meetings helps ensure staff's knowledge remains up to date. The management team are effective in making checks on new and existing staff to ensure they are suitable to work with children. Staff are vigilant in their risk assessments to identify and take steps to minimise hazards, which helps to ensure children's safety. For example, making regular checks on children when they are sleeping outside in the nursery garden.

## What does the setting need to do to improve?

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

- focus more precisely on the quality of the conversations staff have with children during activities to make the most of the learning opportunities that arise.

## Setting details

<b>Unique reference number</b>	EY561767
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10217536
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	184
<b>Name of registered person</b>	Breedon House Nurseries Limited
<b>Registered person unique reference number</b>	RP900832
<b>Telephone number</b>	01162675427
<b>Date of previous inspection</b>	Not applicableNot applicable

## Information about this early years setting

Children 1st @ Birstall registered in 2018. It is situated in Birstall, Leicester. The nursery employs 27 members of childcare staff. Of these, 22 hold early years qualifications at level 2 and 3. The nursery opens from Monday to Friday all year round. 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

### Inspector

Melanie Eastwell

## 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 education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the nursery manager.
- The manager and inspector completed a learning walk together.
- The inspector held a meeting with the nursery manager, the deputy and members of the senior management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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