

Inspection of Children 1st @ Toton

5 Banks Road, Toton, Notts NG9 6HE

Inspection date: 21 March 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 love to learn in the friendly environment created by staff. They have close relationships with the adults who care for them. For example, babies sit comfortably with staff and enjoy reading a familiar story together. The babies are confident to turn the pages and make noises, pointing at the pictures. This supports children's emotional development and helps them to feel safe and secure. Children make firm friendships with each other from a young age. They are helpful and show consideration for each other. Children help their friends put on their coats to go outside or to put on an apron before painting.

Children gain a wide range of skills and knowledge through play. They are confident in making choices in their play and sharing their knowledge. For example, children use knives safely to chop different foods. They choose different fruits and vegetables to design their own caterpillar creation. Children talk about why fruit and vegetables, exercise, and fresh air are good for you. Children show that they are proud of their creations and take photos using a camera.

Children are well-behaved. They respond well to staff's frequent warm praise and positive guidance. For example, staff help children to learn about behaviour and what the expectations are from a very young age.

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

- Children enjoy many opportunities to sit with a member of staff and share a favourite book and listen to well-told stories. They learn to anticipate what will happen next and show excitement as they repeat phrases from familiar books. However, occasionally, during adult-led larger group activities, staff do not always anticipate or deal with interruptions quickly. This then leads to children having to wait while interruptions are resolved.
- Managers and staff provide opportunities that engage children through their current interests. They also support children to develop interests they may not experience elsewhere. For instance, they use familiar stories to develop themed activities each week. Children learn about the life cycle of a butterfly. They recite the sequence of a familiar caterpillar story, placing the pictures in order. Other children paint fruit from the story, using a real-life display of various fruits.
- Managers and staff work closely with other professionals to provide well-targeted support. For example, to help children with special educational needs and/or disabilities to develop their communication skills.
- Managers and staff are very aware of the impact COVID-19 has had on children's social and personal skills. They work with parents to ensure that the settling-in process is personalised to meet the needs of the child. For example, the setting initially offers shorter sessions before increasing this to longer full-

time hours.

- Children behave well. Staff encourage children to take turns and listen to instructions. They help children improve their own behaviour by allocating them monitoring roles. The roles offer responsibilities and tasks that the children must complete throughout the day. As a reward, a child receives a penny. The penny is then saved in the bank of early years. The children can then purchase items from the early years shop.
- The well-qualified and experienced manager leads an enthusiastic and professional staff team. She ensures that staff take good advantage of training opportunities. The manager ensures that staff access training that is relevant to the needs of children. For example, a staff member has completed a Makaton course. The learning is used to support children who need extra support with communication and language.
- Leaders value their professional staff team. They celebrate their achievements including choosing an employee of the month. For example, when staff have completed early years qualifications or training. This is displayed in the staff room for everyone to see.
- Staff work with parents on all aspects of children's care and learning needs. Parents feel well informed about children's progress. They comment on the progress their children make, for example how they are able to share and play with others. They speak highly of staff members and how professional and personable they are.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a thorough knowledge of how to keep children safe from harm. All staff attend regular safeguarding training. Staff check the environment to ensure it is a safe place for children to play. There is a clear procedure to ensure the safety of visitors and the site is secure. Staff and leaders understand their responsibilities in monitoring and reporting any signs and symptoms that indicate a child may be at risk of harm. They are confident in how to escalate any concerns. Leaders have a robust recruitment process 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 organisation of adult-led activities to ensure staff support the needs of the children and avoid unnecessary interruptions.

Setting details

Unique reference number	258613
Local authority	Nottinghamshire County Council
Inspection number	10138538
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	195
Name of registered person	Breedon House Nurseries Limited
Registered person unique reference number	RP900832
Telephone number	0115 972 1113
Date of previous inspection	8 November 2013

Information about this early years setting

Children 1st @ Toton registered in 2001 and is part of the Children 1st Nursery Childcare group. The nursery employs 38 members of staff. Of these, 20 hold relevant qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6,30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Townrow

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the senior manager and manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.

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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