

# Inspection of Children 1st @ Syston

1324 Melton Road, Syston, Leicester, Leicestershire LE7 2EQ

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Inspection date: 6 July 2022

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<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 applicable

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

### **The provision is good**

Children develop close friendships and arrive happy to see each other. They show their caring nature, consider each other's feelings and willingly share resources throughout the day. Children enjoy using their imagination. They pretend it is time for a nap and tell their friends to lay down, placing a blanket over them and gently rubbing their back. They giggle as they say, 'Time to wake up!'.

Children know the boundaries and expectations staff have for behaviour. They follow staff instructions and remind others what they should, and should not, be doing. For example, children tell their friends 'hands up, time to tidy up' and check the outdoor environment to make sure they have put things back where they belong. Children are keen to try things for themselves and enjoy age-appropriate responsibility. They proudly explain that they are wearing a lanyard because they are the lunch monitor and are in charge of setting the table ready for lunchtime. Children independently wash their hands and hand out cutlery and plates, carefully making sure to give them out to all of their friends.

Children listen closely to staff from a young age and develop their attention skills. Very young children concentrate for long periods of time as they play with toy cars in a tray of water. They copy staff as they splash and repeat words, such as 'beep'. Children's secure relationships with staff mean they feel safe and are happy to explore the environment, seeking a reassuring cuddle when needed.

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

- Leaders, managers and staff are clear on what they want children to learn in each age group. They focus on preparing children for the next stages of learning as they help prepare them for transitions into different rooms and eventually on to school. For example, staff teach the youngest children to feed themselves. They show children how to use cutlery to pick food items up. This helps prepare children for eating and using cutlery without support.
- Staff support children to build relationships and respect one another. Older children remind their friends to 'wait, not yet' as they listen to staff and wait, ready to explore items set up in a tray. Children wait patiently for their turn to use small tools as they dig and plant wheat in the garden.
- All children develop their independence. Staff encourage older children to take themselves to the toilet and wash their hands ready for mealtimes. Children find their own belongings to get ready to go outside. Younger children are shown by staff how to plate up their meals, and older children serve themselves at lunchtime. At snack times, older children pour their own drinks and select their snack. They place their used cups in the 'used' basket before they go off to play.
- Parents are happy and feel well supported. They are kept up to date with

information through an online system. This includes what learning experiences children enjoy each day. Staff support parents to know how to help children make progress at home. Parents comment on the caring and warm nature of staff and that they are always approachable.

- Staff form strong relationships with children and families. This helps them identify children's interests. They use these interests to plan activities and experiences to support individual children's development. For example, staff place younger children's favourite puppets in a basket for them to explore and use these to sing with the children.
- Staff support children's communication and language. They model and use single words to prompt younger children's understanding of self-care routines. Staff repeat what older children have said. This helps children to embed the words they know. However, staff do not always extend children's thinking and vocabulary beyond what they already know.
- Staff generally support children to understand what is expected of them. Throughout the day, older children move between areas inside and outdoors. They are encouraged to line up and wait for staff instructions as they move between other children's spaces. During these times, staff generally encourage children to 'tip toe' and use 'quiet voices'. However, this is not always consistently implemented by staff. On occasions, these changes interrupt what other children are doing and can leave children waiting around unnecessarily.
- Overall, leaders and managers support staff to improve their professional practice. They help them to develop, as they offer ongoing feedback during regular meetings. Leaders and managers provide staff with access to a range of training opportunities, which has a positive impact on children's learning. For example, after attending training, staff state they felt more confident to better support children's behaviour. However, leaders do not identify that, on occasions, some staff do not deploy themselves well enough to enable them to offer children support.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff are aware of signs and symptoms of abuse. They have attended safeguarding training which has given them understanding of wider safeguarding worries such as 'Prevent' duty. This supports staff to make appropriate referrals when needed, to ensure children and their families stay safe. Suitability of new staff is checked through appropriate recruitment processes and ongoing suitability of existing staff is regularly reviewed. Leaders and managers monitor areas within the nursery and take steps to make sure they are safe for children to play. Staff have completed paediatric first-aid training. This supports staff to respond to accidents appropriately.

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

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

- support staff to extend children's thinking and vocabulary, to build on what they already know
- improve the use of daily routines to lessen disturbances to learning and reduce the amount of time children spend unoccupied
- improve how staff are deployed to enable them to further support the children who need it.

## Setting details

<b>Unique reference number</b>	EY561773
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10194173
<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>	131
<b>Number of children on roll</b>	235
<b>Name of registered person</b>	Breedon House Nurseries Limited
<b>Registered person unique reference number</b>	RP900832
<b>Telephone number</b>	01163090011
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Children 1st @ Syston registered in 2018. The nursery employs 24 members of childcare staff. Of these, one holds a level 4, 14 hold level 3 and six hold level 2 early years qualifications. The nursery opens Monday to Friday all year, closing for bank holidays and a week between Christmas and New Year. Sessions are between 7.30am and 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Alice Anders  
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 manager and has taken that into account in the evaluation of the provision.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to/communicated with the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the manager about the leadership and management of 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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