

Inspection of Children 1st @ Clowne

High Street, Clowne, CHESTERFIELD, Derbyshire S43 4JX

Inspection date: 7 July 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at nursery and quickly settle with their chosen activity. Children behave well. For example, they are polite and take turns with others. Toddlers and pre-school children readily volunteer to help staff set the table for lunchtime. Children do things for themselves. They serve themselves healthy food at lunchtime, they scrape leftover food off their plates and pour their own drinks. This supports children's growing independence skills.

Children are problem solvers. They are keen to take part in adult-led activities. For example, pre-school children excitedly work together to build a tractor from loose parts. They eagerly share ideas and listen to each other as they work out where to put the seats and the steering wheel. Children refer to their previous planning where they have worked out the number of wheels they need. Staff present children with additional challenge, such as how to build a roof. Children concentrate and say, 'I am thinking how we could do it.' They persevere as staff encourage them to test out ideas. Children are supervised as together they safely lift plastic crates and roll tyres to the correct place. This helps children learn to cooperate with each other.

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

- The provider has a positive approach to making improvements since the last inspection. Leaders have supported staff to fully understand what they want children to learn, and are providing enticing activities to enhance children's learning experiences. Additionally, managers have reviewed supervision arrangements across the provision to ensure children are kept safe from any potential risks.
- Staff help children develop their small-muscle skills. For example, staff say, 'Shake, shake' as they demonstrate how to use rattles. Babies copy, carefully grasping rattles to shake them back and forth. Pre-school children engage in transient art. They use small items, such as cotton reels and twigs, to create pictures. Staff talk with children about what they have used. Children move items around and proudly show staff the changes. This helps children develop the muscles they need for early writing.
- Staff understand how to implement the nursery curriculum to help children continually learn and gain further knowledge. This includes children with special educational needs and/or disabilities. However, occasionally, staff do not interact as effectively as they could. This means children could make even more progress.
- Staff support children to develop their growing physical skills. For example, babies develop core muscles. They gain confidence as they are encouraged to stretch and reach for toys. Toddlers climb steps to the exciting indoor play area.

They climb through tunnels, shuffle along ramps and jump in the ball pool. This helps children develop their muscle strength and coordination skills.

- In general, staff support children to recognise their own care needs. However, occasionally, staff can be overly helpful. They wipe children's noses for them when they can do it themselves. Additionally, when staff encourage children to put dirty tissues in the bin, they sometimes forget to remind children to wash their hands. This means children are receiving inconsistent messages on how to meet their own personal care needs.
- Staff provide healthy meals and fresh drinking water. They ensure children's dietary requirements and allergies are catered for. Staff have a process in place to ensure information is passed on correctly. This includes having clear information on children's mealtime place mats.
- Overall, story time is implemented well. Babies enjoy looking at pictures with staff. Pre-school children listen intently to a story about vehicles. They eagerly suggest ideas and repeat well known phrases. However, toddler story time is disrupted by high noise levels coming from another room. Staff make noise as they set the table for teatime and change children's clothes. Toddlers lose focus and become distracted. This means children's learning is disrupted, as they are unable to fully listen and engage in the activity.
- Parents are positive about the care their children receive. They feel their children are developing their physical and social skills. Parents say their children are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have strong knowledge of the possible signs that may indicate a child is at risk of harm. This includes those that may potentially be at risk from radical views. They know the procedure to follow should they need to report a concern about a child, and how to report concerns about another member of staff. The manager ensures safer recruitments checks are undertaken to confirm the ongoing suitability of staff working with children. Children are well supervised, both indoors and outdoors. Parents comment that they feel their children are safe and secure.

What does the setting need to do to improve?

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

- review toddler story and singing time to ensure there are no distractions to enable children to fully engage in the activity
- support staff to improve interactions with children to ensure all children make continually good progress
- encourage children to recognise and appropriately manage their own personal care needs.

Setting details

Unique reference number	EY314038
Local authority	Derbyshire
Inspection number	10232285
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 9
Total number of places	120
Number of children on roll	180
Name of registered person	Breedon House Nurseries Limited
Registered person unique reference number	RP900832
Telephone number	01246813805
Date of previous inspection	24 February 2022

Information about this early years setting

Children 1st @ Clowne registered in 2006 and is based in Clowne, Derbyshire. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold level 4, eight hold level 3 and two hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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