

Inspection of Children 1st@ Bilborough

Jubilee L E A D Academy, Highwood Avenue, Nottingham, Nottinghamshire NG8
3AF

Inspection date: 1 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Pre-school children enter the setting full of chatter and fun. Babies and toddlers are happy to leave their parents and show warm relationships with key staff. Children of all ages thrive in this child-centred and welcoming setting. Children develop good physical skills. Pre-school children show good hand-to-eye coordination as they roll balls down pipes, aiming to get them into a bucket below. They use a range of wheeled toys confidently. Toddlers develop confidence as they attempt simple obstacle courses while babies skilfully pull themselves up to standing using well-placed furniture in and around the baby room.

Pre-school children are enthusiastic and display high levels of engagement and cooperation. They listen attentively to staff and follow instructions well. For example, after drawing pictures of their favourite pet, staff extend this activity by encouraging children to make 'medicine' for their pets. Children use pipettes and funnels skilfully to fill bottles with different-coloured liquids. Staff introduce new words, such as 'ingredients' and 'squirt', to extend children's growing vocabulary.

Overall, children's good health is promoted well. They eat a range of home-cooked meals each day that are healthy and nutritious. Children enjoy sitting in social groups for meals. Older toddlers and pre-school children show growing independence and physical skill as they serve themselves and use cutlery well.

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

- Children of all ages behave well. Staff ensure children are aware of the 'nursery promises' and offer gentle reminders should they need to, such as to have 'kind hands and feet', 'listening ears' and quiet voices. Pre-school children are polite and ask their friends, 'Can I borrow the spoon when you have finished, please?' Babies and young toddlers are supported to share resources and are reminded that snatching is not kind.
- Staff know the children well and ensure they offer a broad and balanced curriculum based on what children know and can do. They reflect the interests of children within their play environments. This leads to children becoming deeply engaged in their learning at times, for example, when they use a whiteboard to make squares and circles. However, sometimes, during planned activities, staff do not focus enough on the intended learning to engage and challenge all children effectively.
- The setting promotes inclusive practice. Staff ensure that every child has the opportunity to play and engage with appropriate resources and equipment that reflect their individual needs and cultural heritage. For example, they access books, dolls and play foods from around the world. However, although staff know and understand that some children speak English as an additional

language, this is not consistently promoted throughout the setting. Some children do not have the opportunity to hear or use familiar words, alongside English, to enhance their vocabulary further.

- Children are encouraged to develop independence in their personal hygiene. They wash their hands before meals and snacks, either at the sink or using wet wipes. Pre-school children know where to find tissues and help themselves when they need to blow their nose. Children begin to learn about oral hygiene through some activities and access to books. However, this practice is not consistent and staff forget to use opportunities to help all children understand the importance of looking after their teeth.
- Leaders and managers have effective systems in place to support staff, and they carry out observations of staff practice to drive improvement. Staff comment that they feel well supported by the management team through effective supervision meetings and good access to a range of appropriate training.
- Parents speak highly of the service they and their children receive. They comment on the good progress their children make and how accommodating the staff are. Parents of children with special educational needs and/or disabilities comment on the good partnership working. This includes how well staff work with other agencies and the good support they provide for children as they transition group rooms and then move on to school. Parents state that they have opportunities to build on their child's learning at home via ideas shared by staff. This strong partnership has positive benefits for children's learning and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of their roles and responsibilities regarding the safety and welfare of children. All have attended safeguarding training and this is regularly revisited in staff meetings to ensure their knowledge is secure and up to date. The management team and staff know how to recognise signs of abuse and who to report this to, should they need to. This includes any concerns there may be about staff. Daily visual checks and risk assessments are used to ensure areas used by children are safe and suitable. Robust recruitment procedures and ongoing suitability checks help to ensure staff working with children are safe and suitable.

What does the setting need to do to improve?

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

- strengthen staff's confidence to embrace opportunities as they occur in children's play to further challenge and enhance children's learning and understanding

- consider how to use languages, in addition to English, that children or their families speak at home, in order to support children further with their communication and language development
- build on opportunities for children to know and understand more about the importance of good oral hygiene.

Setting details

Unique reference number	EY562370
Local authority	Nottingham
Inspection number	10194192
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	95
Number of children on roll	141
Name of registered person	Breedon House Nurseries Limited
Registered person unique reference number	RP900832
Telephone number	0115 9732600
Date of previous inspection	Not applicable

Information about this early years setting

Children 1st @ Bilborough registered in 2018. It is based in the grounds of Jubilee L E A D Academy, Nottinghamshire. The setting employs 27 members of childcare staff, 22 of whom hold appropriate early years qualifications at levels 2, 3 and 4. One member of staff has early years practitioner status. The nursery opens from Monday to Friday, all year round, from 7.30am until 6pm. The setting provides funded early education for three-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

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 provision.
- The manager completed a learning walk with the inspector and discussed the early years curriculum and the impact this had on children's learning.
- 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 spoke to children and staff and observed their interactions with each other.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector viewed 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.

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