

Inspection of First Timers Pre School Day Nursery

The Heath, Lincoln LN5 0DA

Inspection date: 23 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure and have positive relationships with others. For example, they play cooperatively alongside their friends. Children go to the manager for a cuddle when they see her enter a room. When children approach their friends outside, they greet them with a 'hi'. Children are keen to celebrate their friends' achievements, such as when they use the potty.

Children in the baby room learn how to take turns when they happily roll balls back and forth to adults. Children are encouraged by staff to develop a love of books and stories. For example, children in the baby room are supported to follow stories. They play with the same toy animals that they see on the pages. Pre-school children listen to stories and use their imagination to understand what is happening. Staff know the children and their abilities well. For example, when they play outside, some children are offered a helping hand by staff to develop their balance and coordination when they walk across wooden beams. Others manage this task on their own without any support. Children in the toddler room begin to show an understanding of technology. When they hold television remote controls, they excitedly point it towards a chalkboard, press buttons and say, 'turn it off'.

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

- The manager and staff offer children a curriculum to challenge their learning. Overall, they support children's communication and language skills well. For example, when toddlers mispronounce words, staff repeat what they say, helping them to hear the word correctly. When staff give pre-school children instructions, they listen well and do as they are asked. However, occasionally, when staff speak to children in the baby room, they do not support their early speaking skills and understanding of words. For example, they use long, complex sentences.
- Staff encourage children to learn skills for the future, such as to encourage them to complete tasks on their own. This starts in the baby room, where children who are walking are encouraged to get tissues to wipe their own nose. Pre-school children are reminded to get plates and cutlery at lunchtime. They serve themselves food and put their dirty pots in an allocated space.
- Staff praise children for their achievements. They use sand timers to help them understand how to share. This gives children a visual prompt to support their understanding of when it is their turn to play with a toy.
- Staff help children to understand how they can keep themselves safe. For example, they read pre-school children stories to develop their knowledge of internet safety. When children move down the stairs in the nursery, staff stand in front of them and remind children to hold on to the banister.
- Overall, partnerships with parents and carers is good. They comment positively

about their children's experiences in the nursery. However, staff do not find out about children's ongoing experiences and abilities at home. This information will help them to enhance learning opportunities for children.

- The manager reflects on aspects of practice to help improve outcomes for children. For example, she identifies that children need support to be engaged in learning after mealtimes and to avoid them waiting for other children to finish eating. Therefore, she has introduced toys and activities to a corner of the room. Children take themselves into this area after they have eaten to engage in playful activities.
- Staff encourage children to explore and investigate their surroundings. For example, they hide toy animals in foil, scarfs and envelopes for children in the baby room to find. Staff encourage older children to feel the texture of paint on their hands and use words such as soft and sticky to help them understand what they are feeling. Children in the toddler room explore quantity and measure when they use jugs, plastic tubes and pipettes to transport water.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to promote children's safety. Staff complete daily risk assessments to help ensure that the environment is safe for children to play. The management team follows robust recruitment procedures to ensure staff are suitable in their roles to work with children. This helps to keep children safe. The manager and staff understand how to identify any signs that may suggest a child is at risk of harm or abuse. This includes if children are being drawn into extreme views and radicalisation. They know the procedure to follow to report concerns about children welfare, to promote their safety.

What does the setting need to do to improve?

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

- enhance staff's abilities in the baby room to further promote children's early speaking skills and understanding of words
- support staff to find out about children's experiences and abilities at home and to use this information to help enhance opportunities for children to learn.

Setting details

Unique reference number	EY487067
Local authority	Lincolnshire
Inspection number	10233087
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	74
Number of children on roll	41
Name of registered person	First Timers Pre School Day Nursery Partnership
Registered person unique reference number	RP534413
Telephone number	01522 810003
Date of previous inspection	25 August 2016

Information about this early years setting

First Timers Pre School Day Nursery registered in 2015 and is situated in Wellingore, Lincolnshire. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 4 and one holds early years teacher status. The nursery opens from Monday to Friday, all year round, apart from bank holidays. 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

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery 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 their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff and the operations manager at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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