

Inspection of Children 1st @ St. Peter & St. Pauls

Hady Hill, Calow, CHESTERFIELD, Derbyshire S41 0EF

Inspection date: 26 September 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children who are new to the setting quickly develop secure relationships with warm and attentive staff. As they play alongside each other, staff ask children about their interests at home to get to know them better. Children explain what their favourite television programme is, naming different characters from well-known shows. Children demonstrate their developing confidence during playful interactions with staff. For example, they giggle as they cheekily empty sand from a mould which a staff member has just filled. This demonstrates that children quickly feel comfortable as they settle into their new environment and meet new people.

Older children develop their understanding of the natural world through their woodland learning experiences. They independently get dressed for their adventure, putting on coats, wellies and high-visibility jackets. Children enthusiastically work together during a den-building activity. They encourage each other using positive language while negotiating their surroundings and sharing resources. Children demonstrate their listening and attention skills. They listen and follow the instructions that staff give them to safely hammer a tent peg into the ground. They show an awareness of risk as they carefully bang the peg to avoid their fingers. When they complete the task, they bound towards a member of staff and proudly exclaim, 'I did it myself, I did it myself!'.

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

- Staff recognise the current learning and development needs of children and use these to tailor the curriculum. New children and those making transitions within the setting are closely supported in their personal, social and emotional development. Staff plan activities for children to become familiar with their peers. They focus initial learning activities and opportunities around 'All About Me' and 'Our Families'.
- The management team and staff strive to celebrate the diversity of children who attend the setting. Children participate in activities to learn about the different countries in which some children's heritage lies, such as tasting new foods which represent these places. This supports all children's understanding of the world and helps them learn about what makes different communities unique.
- Staff generally recognise the importance of supporting children's communication and language development. However, some staff do not always allow children enough time to practise using the language that they have learned. Additionally, they do not use purposeful language to support children to learn new vocabulary, in particular those who speak English as an additional language. This means children sometimes struggle to understand what is expected from them.
- All children have access to a wide variety of resources and planned activities. They are supported by staff to develop in their different areas of their learning.

However, staff do not consistently sequence activities. Older children are not always provided with access to the resources they need to revisit their previous learning. Some children do not have the opportunity to practise new skills regularly enough for them to become secure.

- Staff host a children's council where elected members take turns to share suggestions and ideas to improve the setting. This form of democracy supports children's understanding of British values. Staff act on the suggestions and requests from children. For example, they have purchased a toy vacuum cleaner which is the same model as the one staff use. Children use this as they pretend to clean during their role play.
- Children develop strong independence skills during mealtimes. Babies are encouraged to use a spoon to feed themselves. They do this with developing hand control and accuracy. Older children confidently use a knife and fork, demonstrating good hand and eye coordination. They successfully push food onto their fork using a knife. Children are learning the skills that they need to get ready for school, and beyond.
- The management team supports all staff to develop professionally, particularly those with less experience and fewer qualifications. They motivate staff to undertake further learning, supporting them to progress in their own career. Staff mentor each other and seek support from a more experienced 'buddy'.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff are confident about their responsibilities to keep children safe. They can recognise the signs which could suggest a child is at risk of harm in their home or community. Staff know what to do if they were to have a concern about a colleague's behaviour. Managers confirm the suitability of staff to fulfil their roles. Staff who hold a current first-aid certificate are on hand to help children if they were to become hurt or unwell. This assures the health and safety of children. The premises are safely maintained, secure and free from risk.

What does the setting need to do to improve?

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

- develop teaching so that staff consistently use effective strategies to develop children's communication and language skills, including for those who speak English as an additional language
- support staff to deliver the curriculum for older children in a sequenced and coherent way, where children can regularly revisit and practise using the skills that they have previously learned.

Setting details

Unique reference number	EY310355
Local authority	Derbyshire
Inspection number	10230159
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	147
Number of children on roll	235
Name of registered person	Breedon House Nurseries Limited
Registered person unique reference number	RP900832
Telephone number	01246276721
Date of previous inspection	1 April 2016

Information about this early years setting

Children 1st @ St. Peter & St. Pauls registered in 2005. The setting employs 33 members of childcare staff who work with children. Of these, 20 hold appropriate early years qualifications at level 3 and above, including two at level 6. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Charlotte Whalley
Emma Curry

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The managers and inspectors completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently 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.
- The inspectors carried out two joint observations of group activities with the managers.
- The inspectors spoke to four parents and one grandparent during the inspection and took account of their views.
- The inspectors spoke to staff at appropriate times throughout the inspection.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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