

# Inspection of Children 1st @ Newark

Torrison House, Muskham Road, Newark, Nottinghamshire NG24 1DP

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Inspection date: 10 November 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	Requires improvement

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

### **The provision is good**

Children demonstrate their emotional security and confidence. They approach visitors with their 'family books' and proudly talk about the photos within. Older babies use their developing language to exclaim, 'Picture of me!'. As they turn the page in their book, they point and announce with excitement, 'My mummy'. Staff have created these books using photos shared by parents. As children respectfully look at them, they start to develop their sense of self. They begin to recognise what makes them unique and celebrate their special family traditions with their friends.

From a young age, children develop the independence skills that they need for moving through their early education and beyond. The opportunities for this at mealtimes are plentiful. Younger children are supported by attentive staff to pour their own drinks. They practise how to coordinate and control their movements to skilfully fill their cups without spilling any water. Children safely drink from an open cup. Staff provide children with napkins so they can learn to look after their own care needs. Children tuck these into the neck of their tops, and independently wipe their hands and mouths when they need to.

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

- The manager has demonstrated good leadership since the last inspection. She has developed staff practice and raised the quality of the education that children receive. The curriculum for younger children has been adapted to focus more precisely on children's developmental needs. Staff are confident in their understanding of this, and support children to build on their individual skills and knowledge. The manager describes this as 'learning for life'.
- Staff use a variety of methods to communicate with parents. Parents are invited into the nursery to collect their children and discuss their care and learning with their key person. Ideas for continuing children's learning at home are shared through an online system. These are tailored to children's individual learning goals. Staff complete a daily diary for younger children, so parents have a written record of their care information.
- Staff are consistent with reinforcing their expectations of children in a positive way. Children are quick to follow instructions and respond well to the boundaries that have been set. This leads to a calm and well-organised learning environment where children play harmoniously with their friends.
- The staff know what skills and knowledge children need to learn next based on accurate assessment. However, they do not consistently support this effectively. For example, some staff are slow to recognise and respond to younger children when they practise using their developing language. They do not always encourage and reinforce the attempts children make to communicate.

- Staff used topic-based learning to teach pre-school children new information. However, this is not always appropriate for all children. For example, staff teach children a letter of the month, while also teaching them the letter that their name begins with. The letter of the month is not relevant for all children when they are more focused on learning the letters of their names.
- Staff provide many opportunities for children to learn outside in the outdoor classroom and large garden. Through this, children enjoy the daily fresh air and the chance to exercise and develop their large-muscle skills. Staff encourage children to wheel around the roundabout and over the speed bumps while playing on their ride-on toys. This helps children start to understand how the world around them works.
- The manager focuses on staff training to develop their teaching. This has had a positive impact on children's learning. Staff working with babies and younger children have completed relevant training to enhance their practice. Staff working with pre-school children have reflected on the resources they provide children with, to make sure they support age-appropriate development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the circumstances that would put a child at risk in their home or community. They can recognise the signs that may determine this. All staff know the reporting procedures for responding to child protection concerns. Staff are aware of their whistle-blowing responsibilities. The manager is confident about being able to handle an allegation about a staff member if this were to arise. Staff risk assess the nursery to ensure it is a safe place for children to play. An adequate number of staff members hold a paediatric first-aid certificate. This means they can respond to minor medical emergencies or accidents.

## **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 consistently recognise younger children's communication and language attempts, and to respond promptly to promote their development in this area
- review and amend topic-based learning so that it is relevant and appropriate for all pre-school aged children.

## Setting details

<b>Unique reference number</b>	253341
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10218377
<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>	96
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Breedon House Nurseries Limited
<b>Registered person unique reference number</b>	RP900832
<b>Telephone number</b>	01636 611 914
<b>Date of previous inspection</b>	9 December 2021

## Information about this early years setting

Children 1st @ Newark, located in Newark, Nottinghamshire registered in 1997. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Charlotte Whalley

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the nursery and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out two joint observations of group activities with the manager.
- The inspector spoke to four parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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