

Inspection of First Place Nursery

Gorell Road, Wilton Park, BEACONSFIELD, Buckinghamshire HP9 2WH

Inspection date:

7 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the nursery. They are warmly welcomed by staff, who know them well. Children enjoy a good range of toys and resources. They show pleasure and excitement in the activities planned by staff. For example, they enjoy listening to stories that staff animate to ignite children's imagination. This supports their speech and language development well.

Children benefit from effective procedures when they first start. This helps to promote positive key-person relationships. For instance, when children start nursery, they have settling-in sessions at different times of the day. This helps them become familiar with their new environment, different toys and new people. Staff mirror children's sleep routines effectively, which supports them to feel safe and secure. Most children behave well and, overall, staff have high expectations for their behaviour. Staff use simple language to help children follow instructions promptly. For instance, older children wait until everyone is seated and served at mealtimes before they all start to eat.

Younger children enjoy exploring with a wide variety of sensory activities. For example, they have fun investigating paint, glitter and sand. This promotes their confidence in exploring different textures and materials.

Staff take good account of children's needs when using additional funding. For instance, they obtain resources to support children's learning needs, and also experiences that may help widen their understanding of the world.

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

- Staff provide a range of opportunities for children to be active and develop their small- and large-muscle skills. For instance, they teach young children how to throw balls into the ball pit, promoting successful hand-to-eye coordination. Children smile with delight when the ball lands in the ball pit. Older children develop their small-muscle skills well. They become thoroughly engaged and concentrate well when building towers with blocks.
- Staff demonstrate a good understanding of how to develop children's language. For example, staff repeat simple words when playing with younger children. They name items that children are playing with, such as 'ball' or 'dinosaur'. Children then go on to copy these words in their play. Older children enjoy dancing to nursery rhymes with their friends. They move excitedly to the music as they sing, and this helps to develop their vocabulary well.
- Overall, staff demonstrate that they have a clear vision for what they want children to learn. However, at times, not all staff have a confident understanding of what they are aiming to teach. For example, staff sometimes do not consider

the organisation of activities and the resources needed to help them implement the learning intentions effectively.

- Children demonstrate positive attitudes to their learning. They are eager to explore their environment. Staff are on hand to support older children when taking risks, such as cycling downhill on their bicycles. However, on occasion, such as during self-chosen play, staff do not consistently recognise when some children need further support. For instance, to help them become more aware of the impact of their behaviours on others, and to support their self-care needs.
- Children are well prepared for their eventual move to school. Staff teach children to be independent, such as by learning to put their coat on and manage their personal hygiene. Staff provide opportunities for older children to participate in group activities, such as circle time. This helps them to learn how to sit with others in a group. Children demonstrate good listening skills and delight in activities that promote their understanding of story comprehension and language development well.
- Staff develop positive partnerships with parents. Parents are extremely happy about the support they continually receive from the friendly and caring staff. They value the regular communication between home and nursery.
- Staff ensure that the nursery is inclusive. For example, they seek and follow advice from professionals to support children with additional needs. They liaise with professionals, including from the local authority, to support and monitor children, should they be concerned. This gives children the appropriate support they need to enhance their learning and development effectively. Furthermore, the nursery has established good links with local primary schools. This enables pre-school children to have a smooth transition from nursery to school.
- Managers have high regard for staff well-being. They recognise the impact of the COVID-19 pandemic on their team. Managers are supportive. They regularly meet with staff and ensure that they have access to support, if needed.

Safeguarding

The arrangements for safeguarding are effective.

Staff at the nursery are committed to safeguarding children. They display a good awareness of the signs and symptoms that might indicate that children are at risk of harm. Staff are familiar with procedures for reporting concerns about children's welfare. They are vigilant in keeping children safe. Ongoing training supports staff to continually refresh their good knowledge and skills. Managers follow robust recruitment procedures to check that staff are suitable to work with children. The provider operates a thorough induction procedure to ensure that those working with children are safe to do so. There are regular reviews of staff's ongoing suitability.

What does the setting need to do to improve?

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

- develop all staff's knowledge and understanding of the curriculum intent to enable them to provide consistently effective teaching during activities, to further support children's learning and development
- build children's awareness of caring for themselves and others, and develop staff's recognition of when to offer children prompt support, to help them gain and embed more skills for the future.

Setting details

Unique reference number	EY487911
Local authority	Buckinghamshire
Inspection number	10264160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	41
Number of children on roll	54
Name of registered person	First Place Nurseries Limited
Registered person unique reference number	RP905170
Telephone number	01494 678025
Date of previous inspection	6 June 2017

Information about this early years setting

First Place Nursery registered in 2015 and is one of three settings owned by First Place Nurseries Limited. The nursery employs 15 members of staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, from 8am to 6pm, for 50 weeks of the year. The nursery receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Katharina Hill

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 her evaluation of the provider.
- Staff talked to the inspector about how they plan activities and what they do to support children's learning and development. They also explained the procedures they follow to keep children safe.
- The inspector went on a learning walk with the manager.
- A joint observation was carried out by the inspector and the manager of a planned activity.
- The inspector spoke to children and viewed their activities. She spoke to parents and considered their views.
- The inspector held a leadership and management meeting with the manager.
- The inspector viewed relevant documents, including records of paediatric first-aid training and documents relating to staff suitability.

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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