

# Inspection of First Place Nursery

1 Falconer Road, BUSHEY WD23 3AQ

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Inspection date: 18 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are welcomed into this warm and friendly nursery. Staff take time to talk to parents to support children as they transition to the nursery. This means children settle quickly and helps them to feel safe and secure. Children enjoy accessing a wide range of exciting resources and activities that are based on the their interests. For example, children show an enthusiasm for aeroplanes as they push them through foam and water. Pre-school children explore painting on different textures, such as branches.

Children behave well. There are clear rules and routines in place which help children know what to expect. Staff support children to be kind to their peers and use manners such as 'please' and 'thank you'. Children are independent. From an early age, children learn self-care skills and good hygiene practices. For example, they learn to put their coats on and serve their own lunch. Children know to wash their hands and to put tissues in the bin.

Children build on their experiences and feel part of their local community. They visit churches, deliver food to local food banks and make poppies for the war memorial. Links to children in Cambodia support children to learn about differences and similarities as they share letters and photos about their schools and the houses they live in.

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

- Leaders and staff work well together. They share the same desire and passion to improve outcomes for children. The recently reviewed curriculum is ambitious and is sequenced to support children through their developmental stages. However, staff working with the youngest children have not fully embedded this, and on occasions their teaching is not sharply focused to support children's development.
- Staff support children to make good progress in their communication and language skills. Babies enjoy familiar songs. They giggle in anticipation as they 'zoom to the moon'. They start to repeat language as they say 'bye bye' when the song has finished. Staff use sign language throughout the nursery to support children's communication.
- Leaders and staff ensure that the most vulnerable children are well supported. Staff develop close relationships with families and go above and beyond to ensure they receive the support they need. Staff monitor children and work closely with professionals to identify children with possible special educational needs and/or disabilities. This helps children to make good progress from their starting points.
- Older children develop a good understanding of mathematics. They learn to

recognise written numbers on the carpet, identifying where they need to sit. They eagerly count the days of the week during group time and enjoy finding pictures of shapes around the room. Young children role play in the shop. They put food in their baskets and enjoy filling containers up with sand. However, staff do not always use these opportunities to further extend children's understanding of mathematical concepts.

- Children show a keen interest in literacy throughout the nursery. Babies enjoy sharing books with staff as they learn to turn the pages. Older children learn to recognise a range of letters. Staff introduce the sounds they make, such as 'f' is for 'finger'. Children enjoy accessing the on-site library where they can take books home each week to share with their parents. This helps children to develop a love of books.
- Staff provide children with plenty of opportunities to be physically active. Children use climbing apparatus in the outside areas. They enjoy yoga sessions as they stretch their bodies and try to balance on one leg.
- Leaders make staff well-being a priority, resulting in a high level of staff retention. Staff are well supported with regular supervision sessions, and they benefit from an 'employee assistance programme', which supports their well-being. Staff report feeling valued and part of a nurturing team. Leaders show complete dedication in supporting staff to develop their professional careers. Staff have access to a wide range of training opportunities to develop their skills, which helps them to raise the quality of the provision.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders follow safe recruitment procedures to ensure that all staff are suitable to work with children. They ensure that staff keep their knowledge up to date with regular training and discussions. Staff demonstrate a secure knowledge of how to keep children safe. They confidently identify the potential signs and symptoms of abuse and/or neglect. Staff are clear about what action to take should they have a concern about the welfare of a child. Daily risk assessments in the setting ensure that hazards are minimised. Staff are deployed adequately to ensure that children are well supervised in all areas of the nursery.

## 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 firmly embed the curriculum for the youngest children in the setting
- develop opportunities for all children to develop mathematical language and concepts through play.

## Setting details

<b>Unique reference number</b>	EY345571
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10265260
<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>	80
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	First Place Nurseries Limited
<b>Registered person unique reference number</b>	RP905170
<b>Telephone number</b>	02084219121
<b>Date of previous inspection</b>	31 May 2017

## Information about this early years setting

First Place Nursery registered in 2007 and is located in Bushey, Hertfordshire. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 8am until 6pm, all year round, apart from two weeks at Christmas. It receives funding to provide free early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Woodhead

## 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 manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and the inspector carried out a joint observation of group circle time.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff training and safeguarding documents.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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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