

Inspection of First Place Nursery

Centurion House, Watling Street, Radlett, Hertfordshire WD7 7GB

Inspection date: 20 February 2023

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 are happy at this friendly setting. Knowledgeable staff support children effectively. Children are familiar with the routines of the setting, and this helps them settle quickly on arrival. Children engage in a range of activities linked to their interests. Children recall what they have been learning with ease. Staff link new learning experiences to familiar ones. Children speak excitedly about celebrations they have shared at home, such as the Queen's Jubilee, and Chinese New Year.

Children explore their developing physical skills outdoors. They enjoy using the bicycles and re-enacting familiar stories with support from staff. Staff throughout the setting have high expectations for children's behaviour, and children respond well to these. Children respond well to visual reminders shared by staff when it is time to change to another learning activity, and this helps transitions to be calm and happy. Staff engage in a daily dialogue with parents to pass on information about successes of the day for each child. Next steps in learning are also shared with parents regularly.

The managers and staff construct an inclusive curriculum that is ambitious for all children in their care, particularly those with special educational needs and/or disabilities. They follow children's interests and plan activities in the moment based around these.

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

- Children learn good hygiene routines during their day at nursery. They follow daily routines with confidence and show good levels of independence. Children wash their hands and choose their own fruit at snack time. Older children tidy away used bowls and cups without being prompted. Staff encourage and praise children, which promotes their confidence and self-esteem.
- Overall, children's language and communication skills are promoted well across the setting. They participate in lots of singing, and staff talk and sing to children during daily care routines, such as at nappy changing times. This helps to promote children's speech development. However, the noise level within the rooms can be high at times. This can have a negative impact on children's ability to hear words clearly, to support their speech and language development.
- Children follow routines well and know what is expected of them. Younger children follow familiar sleep and care routines. They are quick to transition to sleep time after lunch.
- Staff observe and monitor children's progress. They provide exciting experiences that children engage with and enjoy. However, occasionally during activities, staff do not give children enough time to think and answer questions posed to

them. This does not always provide opportunities for children to promote and develop their thinking.

- Parents report how safe and happy their children feel at nursery. They share how happy they are with the progress their children make, especially how their confidence has improved since starting to attend. Parents are also happy with the excellent daily verbal and written feedback they receive.
- Staff receive support and mentoring from the leadership team, which is effective. For example, they have one-to-one meetings to discuss the needs of their key children, professional development and areas of safeguarding. The leadership team include staff in discussions about how to develop the nursery. Consequently, staff feel listened to and enjoy working at the setting.
- Children are offered a varied menu of healthy, balanced and nutritious meals for lunch. Staff encourage children to try different foods and teach them how to use cutlery.
- Children with special educational needs and/or disabilities are well supported. The manager and staff have high expectations and have formed strong links with outside agencies. They devise targeted plans of support for each individual child. This ensures all children make good progress.
- Leaders and managers show great commitment to the professional development of the team. This supports staff practice and well-being and helps leaders and managers to identify any additional training needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of what may give them cause for concern that a child is at risk of harm. This includes the signs that may show that children are at risk of being exposed to radicalisation and female genital mutilation. They know how to report concerns internally and also how to follow the local authority procedures. Staff are aware of the action to take if they have concerns about the conduct of a member of staff. They know how to escalate their concerns to keep children safe.

What does the setting need to do to improve?

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

- help staff to understand the importance of allowing children time to respond to questions and develop their thinking skills
- create an environment that supports children's ability to concentrate and focus on their chosen activity, with specific regard to managing noise levels.

Setting details

Unique reference number	EY424059
Local authority	Hertfordshire
Inspection number	10264486
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	1 to 4
Total number of places	88
Number of children on roll	109
Name of registered person	First Place Nurseries Limited
Registered person unique reference number	RP905170
Telephone number	01923 857060
Date of previous inspection	16 June 2017

Information about this early years setting

First Place Nursery registered in 2011. The nursery employs 25 staff. Of these, one has qualified teacher status, three have a qualification at level 2, and 12 have a qualification at level 3. There are nine unqualified staff. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julia Maynard

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 their evaluation of the provider.
- The inspector had discussions with the manager throughout the day and during the learning walk.
- The inspector observed the quality of education provided at the setting for all age groups of children and evaluated the impact.
- Discussions with staff members, parents and children took place, and the inspector reflected on these discussions.
- Joint observations were carried out with the manager, and feedback and outcomes were discussed.

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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