

# Inspection of Child 1st Day Nursery

Kingshurst Academy, Cooks Lane, Solihull B37 6NZ

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Inspection date: 16 October 2023

<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**

Leaders and staff create a warm, welcoming environment for children and their families. Even children attending for the first time settle well as they are comforted by sensitive and nurturing staff members. Leaders have developed a thoughtful induction that enables staff to gather purposeful information from parents. This is used to further develop children's feelings of safety and security, based on their interests.

Children confidently follow a meaningful routine across the setting. Staff help them to understand what is happening now and what will happen next. Children respond positively to staff when they ask them to come and wash their hands in readiness for snack or lunch. Even the youngest children develop good handwashing and drying techniques. Staff offer just the right amount of support to children to ensure they can achieve some independence in their self-care.

Babies and children curl up in cosy corners to look at books with staff who read with expression and joy. Children confidently use finger puppets as staff members share the book of the month with them. This helps them to develop their knowledge of the characters in the story. These experiences promote children's early love of reading.

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

- Leaders have made significant improvements since the previous inspection. They have developed a clear and dynamic action plan to address identified weaknesses. Leaders motivate and support staff to reflect on their practice and offer many opportunities for professional learning and development. Leaders have a clear vision for the setting and work hard to drive improvement across every aspect of service delivery.
- Staff have taken on board the improvements needed. They work effectively together as a team to identify the strengths and areas for development. Staff deliver a well-sequenced curriculum that effectively supports children's learning and development. They have high expectations of all children, including those with special educational needs and/or disabilities (SEND). Their careful observation and assessment ensure all children make good progress across the seven areas of learning.
- The knowledgeable special educational needs coordinator supports staff effectively. Together, they identify and respond promptly to any concerns about the children's development. Staff work in partnership with external agencies and professionals. This ensures that children receive the targeted support they need to be able to reach their full potential.
- Staff support children well in the daily play opportunities on offer in the learning

environment. For example, they engage children effectively in role play in the home corner and imaginary play in the construction area. However, at times, the quality of teaching during some planned and adult-led experiences is somewhat inconsistent. Staff do not engage with children well enough to capture their interest. This leads to some children becoming disengaged.

- Overall, staff are effective role models for children's communication and language development. They introduce new words in play. For example, staff describe the texture as 'slippery' and 'shiny' when children add hair conditioner to their play dough. However, on occasions, staff do not pitch the questions appropriately for children's level of understanding. This means that children are unable to process the question asked in order to respond.
- Children get involved with their personal care throughout the day. Very young children are well supported to put on their wet-weather gear when getting ready to play outside. Children develop excellent hand-eye coordination as they are encouraged from an early age to serve themselves with vegetables. Staff are patient and respectful as children use a large spoon to scoop the food onto their plates. Older children skilfully serve their own meals and clear away after themselves.
- Parents are delighted with the provision. Parents are well informed and feel well involved in their child's learning. They are very happy with the progress that children make. Parents are particularly pleased with the nurturing relationships that staff develop with their children, which promotes their emotional well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are clear about their responsibilities regarding safeguarding children and families. They have secure knowledge of how to identify signs that may indicate a child is at risk of harm. Staff know how to report any concerns and where they can seek advice. They work well with local safeguarding partners. Leaders review risk assessments to ensure the ongoing safety of the premises and equipment. Safe recruitment procedures are in place and adhered to, ensuring that all staff are suitable to work with children. Every member of staff is trained in first aid. This ensures that any accidents are dealt with promptly across the setting.

## **What does the setting need to do to improve?**

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

- develop further the effectiveness of questioning as a teaching method, to most effectively meet children's communication needs
- support staff to understand how to fully engage children in planned play opportunities, to extend the levels of engagement and promote learning even more.

## Setting details

<b>Unique reference number</b>	250129
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10283962
<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>	100
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Solihull Child First Day Nursery Limited
<b>Registered person unique reference number</b>	RP905495
<b>Telephone number</b>	0121 788 8148
<b>Date of previous inspection</b>	1 March 2023

## Information about this early years setting

Child 1st Day Nursery registered in 1998 and is located in Solihull. It is one of four settings in the group. The provider employs 26 members of childcare staff, all of whom hold appropriate childcare qualifications at level 2 and above, including two who hold level 5 and one who holds level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Lisa Gadsby  
Clare Walton

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager, deputy manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to an inspector about how they support children with SEND.
- 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 a joint observation of a communication and language activity with the manager and deputy manager.
- Parents and carers shared their views of the setting with the inspectors.
- The inspectors 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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