

First Place Nursery

Inspection report for early years provision

Unique reference number EY345571
Inspection date 26/09/2011
Inspector Clementina Ogunsanwo

Setting address 1 Falconer Road, BUSHEY, Hertfordshire, WD23 3AQ

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

First Place Nursery, Bushey is one of two nurseries owned by First Place Nursery Ltd and registered in 2007. It operates from four rooms in a purpose-built building in Bushey, Hertfordshire. They also have use of a large hall, toilets and a kitchen. The nursery serves the local community. A maximum of 80 children may attend the nursery at any one time.

The nursery is open from 8am to 6pm for 50 weeks of the year. A holiday play camp operates during the main school holidays. It is open from 9am to 4pm. Children attend the nursery and the play camp for a variety of sessions. All children share access to outdoor play areas. Children attending have opportunities to join in with, dance, tennis, football, drama, music and, information and communication technology clubs which are organised by outside provisions. There are currently 80 children aged from one to under five years on roll. Of these, 22 children receive funding for early education. The nursery supports children with special educational needs and/or disabilities. They also support children who speak English as an additional language.

The nursery employs 16 members of staff. Eleven, including the manager hold appropriate early years qualifications. One staff member is working towards a qualification. The nursery receives support from a local authority qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and eager to learn in the nursery's conducive learning environment. Staff and parents work well together to promote the children's development and learning which is mostly well documented. The nursery makes outstanding efforts to make links with others in the community, such as the valuable links with local schools. The capable leadership of managers ensures the constant review and evaluation of the setting. This means that all staff are motivated to explore ideas and develop goals which facilitates the nursery's continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further systems that provide a summary of children's achievements to ensure their progression.

The effectiveness of leadership and management of the early years provision

The systems for promoting the children's welfare are very effective. All staff are trained to recognise any child who may be at risk and are aware of steps to take if there is a concern, ensuring children are safeguarded. Rigorous employment procedures are in place to ensure the suitability of staff who are actively supported to further develop their knowledge and skills. All required policies are in place, reviewed on a regular basis and new developments shared with staff and parents. Staff are vigilant about safety issues and implement a risk assessment system for both for the inside and outside environment. A daily check list is used regularly in order to reduce hazards and keep children safe.

Staff are proactive about promoting equality of opportunity and diversity and act swiftly to ensure that children with special special educational needs and/or disabilities access the required specialist support. Each child has a key worker who knows the background and needs of each child; they regularly observe and plan a range of activities which enable the children to make good progress. Staff regularly assess the children's progress, although the summary of children's achievements are at the early stages of implementation. Outcomes are clearly attributed to the good use of resources including the effective deployment of staff.

The nursery is highly committed to working in partnership with others and takes a lead role in establishing excellent working relationships with a range of outside professionals including the local children's centre, speech therapists and the local state and independent schools. There is a strong commitment to working in partnership with all parents and carers. There is a wealth of information for parents on early years practice, parenting skills leaflets, healthy recipes and local community events. They are invited in on a regular basis to support children's reading sessions and celebration of festivals. Parents are invited to contribute to their children's learning at home. They have opportunities to have their suggestions incorporated into the healthy menu and are kept fully informed of changes to policies. Parents are confident about the staff's ability in actively promoting their children's welfare.

Self-evaluation is good. All staff are actively involved in analysing what the setting does well and what steps it can take to improve, while incorporating ideas from the parents and carers. Future plans are documented and monitored. For example, detailed plans are underway to improve the quality of free-flow from the indoor to the outdoor learning environment which is acknowledged as an area requiring further improvement. Leaders are effective in communicating ambition and drive to secure improvement. Processes for managing the performance of staff and encouraging them to improve their qualifications are well established.

The quality and standards of the early years provision and outcomes for children

The children enjoy their time at the nursery and are curious and confident learners who make good progress. They benefit from the staff's good knowledge of their individual needs. The nursery provides a happy, well-organised and stimulating environment. Children enjoy a variety of exciting activities both indoors and out; they explore mini-beasts and delight in observing their features and movements. They use magnifying glasses to make close observations of the insects they have found and both boys and girls enjoy practising their early writing skills in the pretend play areas.

Children have fun with sand and water activities where they are encouraged to experiment with different natural and man-made materials. The staff supports their language skills and enable them to ask questions. The children are encouraged to extend their language skills, listen carefully and join in stories with songs and musical movement sessions. They are developing good skills for the future through writing activities and opportunities to use the computer.

Children feel safe in the supportive atmosphere of the nursery and speak to the staff confidently. They are actively involved in discussions about how to keep themselves and others safe. Behaviour is good and children enjoy each other's company. The children demonstrate a clear awareness of a healthy lifestyle and participate well in good personal hygiene routines. Regular music and movement sessions and 'nature walks' to feed the ducks in the nearby park assists the children in developing awareness of an active lifestyle. The children are actively encouraged to be independent and most are able to put their outdoor boots on to undertake the popular digging activities to search for mini-beasts.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met