

# First Place Nursery

1 Falconer Road, BUSHEY, WD23 3AQ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 30/08/2013 |
| Previous inspection date | 26/09/2011 |

|                                                                                        |                         |   |
|----------------------------------------------------------------------------------------|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|                                                                                        | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- Children are settled and happy. They are interested in their surroundings and are motivated to learn and make good progress in their learning. Children form strong relationships with staff and are very well supported when they move rooms within the nursery. As a result, they remain settled and secure.
- Partnerships with schools, external agencies and specialised professionals are effective and fully support all children's needs. This means the transition to school or other settings is a supportive, seamless and positive experience.
- There is a hard working senior management team in place who support the staff team very well. There is a clear vision for the future so that they can move the nursery forward. Staff training is effectively supported so that this benefits children's care and learning.

### It is not yet outstanding because

- There is scope to provide further opportunities to enhance children's self-care skills during meal and snack times.
- There is room to develop the children's base rooms so that resources are attractive and are sharply focused in all areas to help children's learning and cosy areas are provided where children can relax, explore and extend their learning with friends and staff.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector talked with members of staff and children. She joined in with their play and had discussions with the nursery manager and her deputy.
- The inspector spent time in all the children's base rooms and outdoors. She observed children's activities, meal times and the interaction between the staff and the children.
- The inspector carried out a joint observation with the manager in all the base rooms. Documentation related to children's progress were examined and discussed.
- The inspector took account of the views parents through documents seen and discussions with some parents on the day of inspection.

## **Inspector**

Maura Pigram

## Full Report

### Information about the setting

First Place Nursery was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Bushey, Hertfordshire. It is one of two privately owned nurseries and is managed by a group of directors. The nursery is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 31 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. Five staff members hold an early years qualification at level 2 and are working towards level 3.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 71 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

### What the setting needs to do to improve further

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

- extend resources in the toddler room so that they are more sharply focused to support children's learning and further develop children's base rooms so that there are reassuring and comforting spaces for all children for them to explore and extend their learning
- provide further opportunities for children to be involved in the preparation and serving of food and drinks, so that their independence and confidence in their own abilities can be extended.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good understanding of the Early Years Foundation Stage. They plan well for children's future learning by using their observations of the children and information they gain from parents when children first start. Regular meetings within children's base rooms ensure all those working with children are aware of the children's progress and developmental needs. Planning is regularly reviewed to ensure it is unique

for each child and provides a range of stimulating and challenging experiences to promote children's learning. Staff maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include the next steps planned for them. Consequently, children make good progress towards the early learning goals, considering their starting point, age and capabilities. The involvement of parents in contributing to children's planning is an ongoing project. This is promoted through discussions and the completion of 'wow moments' leaflets, which reflect children's achievements or activities at home. Parent meetings are held regularly and the open door policy means that children's progress in their learning and development are often discussed. Parents and carers are involved in their child's progress check at age two and ideas to support children's learning are shared to ensure effective continuity in children's early education.

Children are very confident and show interest in visitors to the nursery and all that they do. For example, during a creative activity involving creating pictures using coloured sand children concentrate for long periods of time. Staff ask open-ended questions and discussions take place about past events, such as, visits to the seaside and what children experienced when at the seaside. This supports children's communication and language skills. Children have many opportunities to play with what interests them and set their own challenges. For example, when playing imaginatively with wooden bricks and toy cranes a group of children successfully negotiate the best way to build their models. They think about what they want to achieve, solve problems as they play and happily work together. This supports their readiness for the next stage in their learning and shows that are effective learners.

Children's base rooms are bright; and areas of learning have been set out for them. For example, the baby room is attractive offering lots of scope for the development of emerging skills, such as, crawling and walking. A new room for babies has also recently been developed, which contains high quality resources. However, some of the resources in other rooms are beginning to appear well-used and are not set out as attractively in order to always stimulate children's developing interests. This is most noticeable in the toddler room. In addition, there is room to review the layout of the toddler and pre-school rooms so that the indoor spaces are more effectively used and cosy areas are created in all rooms.

Children's early reading and writing skills are developing well. Staff encourage pre-school children to practise writing their names and the formation of letters. Children love books and can easily self-select these. They enjoy spontaneous adult-led stories. They happily join in with actions of the story, becoming animated during the activity. Older children are eager to participate in conversations and begin to negotiate and take turns when speaking. Pre-school children are able to relax on the sofa when sharing books with their friends and staff members. They cuddle up to each other laughing and showing keen interest in the story been read. This positively supports an interest in books and children's early reading skills. Staff use simple language and gestures with those children who require additional help in developing their language skills, including those with English as an additional language. This helps them understand and make connections in their learning. Key words used by children are obtained on entry and staff refer to these as and when they are needed. Staff caring for babies use simple body language to help children express their needs. Babies' early communication skills are successfully enhanced as staff

sing lots of songs and rhymes. Babies bounce with delight, they wave and clap showing their understanding. Photographs of the babies displayed at low-level means that they are able to develop a good awareness of themselves and their friends.

Children's mathematical skills are successfully enhanced as staff count with them during everyday routines and talk about shapes and size during play. For example, children refer to circles during their play with playdough. Staff help children to learn about the wider world by taking children on outings within the local community. For example, older children enjoy visiting the bakers and younger children love visiting the nearby duck pond. Children learn about differences by celebrating special occasions and through parents sharing their experiences and skills. Overall, children are taking part in a variety of experiences to aid their readiness for the next stage in their learning, such as, starting nursery or school.

### **The contribution of the early years provision to the well-being of children**

Children enjoy their time at the nursery and have close bonds with the staff members who are mostly long term. New children settle-in quickly as staff take time to get to know the children and their families well. Settling-in procedures are flexible and parents are able to stay with their children to ensure they are happy and settled. A key person system is well embedded, which leads to trusting relationships. Staff have frequent discussions with parents in order to respond to the needs of individual children. This means that there is a continuity of care between both parties. Transitions are effective and well organised to ensure good continuity of care. For example, when children are moving between rooms their key person accompanies them to help ease the transition. Close communication between staff and parents about the children's individual needs ensures children settle easily. This supports children's personal, social and emotional development. Children clearly feel secure and show that they are confident as they are introduced to visitors and approach them curiously with enquiries about what they are doing.

The nursery is clean and well-maintained. Good practice for attending to children's personal needs, food preparation and meal times foster good hygiene procedures. The majority of staff have attended food hygiene training to promote this effectively. Staff know children's preferences and dietary needs and they continually work with parents to ensure healthy meals and snacks are provided. Children sit together with staff at snack and meal times and chat about what they are eating and what they have been doing. Main meals are served by adults, good eating habits and social skills are encouraged. However, on the day of inspection some children became restless during the prolonged snack and main meal period. This means that there is scope to involve children more fully in the preparation of meal and snack times to promote their independent and decision making skills further.

Staff work closely with parents to provide a consistent approach to promoting children's self-care skills, particularly when they are learning to use the toilet independently. Praise is continually provided for efforts and for assisting with chores, such as giving cups to their friends in readiness for lunch time. This promotes children's self-esteem. Children demonstrate an understanding of keeping themselves healthy. For example, older children

they know why they need to wash their hands before eating to 'get rid of the germs' after playing outdoors. Physical activities are a key part of the nursery day as children enjoy dance and music sessions, play with a wide range of large and small equipment and go outdoors for fresh air and exercise.

Staff work extremely well together adopting a consistent approach to children's behaviour. Children know what is expected of them. For example, they know how to safely use the climbing apparatus and slide. They patiently wait for their friends to come off the slide before sliding down themselves. Any issues of unwanted behaviour relating to children's stage of development is sensitively managed and shared with parents so that children learn right from wrong. They learn about safety during everyday routines, such as ensuring children always wear hats when outdoors in the sun. In addition, they develop their understanding of keeping safe through the organised activities that visitors, such as, police and fire officers arrange.

### **The effectiveness of the leadership and management of the early years provision**

Well-established and effective procedures are in place for safeguarding children's well-being with all staff fully aware of what to do should they have concerns about children in their care. High priority is placed on protecting children's welfare. The manager and her deputy follow stringent procedures working with outside agencies when necessary. Recruitment systems are robust and all staff who work with children have appropriate checks to ensure they are suitable to do so. Staff are mainly long term and some have completed further early years qualifications since joining the nursery. This means that further training is actively encouraged and staff are well supported in their professional development, which supports children's care and learning. Bank staff are also long term and well known to children and their parents, which provides continuity of care. Staff appraisals and supervisions are carried out on a regular basis to offer support and identify training needs. This enables the senior management team to have a good knowledge of the skills of their staff. They are clear about their roles and responsibilities to ensure the smooth running of the nursery. There are plans in place to introduce peer observations so that ideas to benefit the children can be shared. Most staff have first aid training and regularly update their safeguarding training. Children play in a safe environment as staff understand their responsibilities in providing secure and safe surroundings in the nursery and on outings.

Since the last inspection, effective children's assessment systems have been developed to show a summary of children's progress. The nursery has recently completed a recognised quality aware programme. This demonstrates the commitment to continually drive improvement. Monitoring of the education programmes is an ongoing process. For example, there are plans to review all aspects of children's teaching and learning so that new ideas gained from training can be shared. Self-evaluation is very detailed and takes into account the views of staff, parents, and children and outside agencies. Plans for progression are well known, such as further development of the outdoor play areas to maximise opportunities to promote children's learning and development.

Parents are highly appreciative of staffs' work, praising the good communication they have and the regular information they receive. They state that 'the staff are wonderful' and 'my child has settled very easily'. Parents feel valued and able to contribute to the nursery through informal discussions and the completion of suggestion slips. There is a wealth of information available for parents regarding children's welfare and learning as well as information about local activities. The detailed policies and procedures are regularly reviewed to ensure they contain up-to-date information. These are also easily available for parents and/or carers. Any concerns made by parents are taken seriously, fully investigated and any changes necessary are quickly implemented to benefit the children. As a result, they can be reassured and views accommodated.

Partnerships with outside agencies and schools where children may attend are secure. Proposed teachers are invited into the nursery and information about children's developmental needs and progress is shared effectively. As a result, children's needs are met and transitions to school run smoothly. Although there are currently no children with special educational needs and/or disabilities attending, the deputy has a broad knowledge of supporting children and their families. She has a very secure knowledge base of professionals who can offer specialist guidance as and when the need arises. In addition, there are additional staff members who also work alongside children who have training in providing support for children with special educational needs and/or disabilities. As a result, staff understand the need for early identification of any support needed so that children can achieve to the best of their abilities.

### **The Childcare Register**

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
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|-----------------------------------------------------------------------|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
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## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description                                                                                                                                                                                                                                                                                                                                                         |
|---------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.                                                                                                                                                                          |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.                                                                                                                                                                                                |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.                                                                                                                                                                                                                      |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.                                                                                                                                                                                                                           |
| Not met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.                                                                                                                                                                                                                               |



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Unique reference number</b>     | EY345571                      |
| <b>Local authority</b>             | Hertfordshire                 |
| <b>Inspection number</b>           | 915641                        |
| <b>Type of provision</b>           |                               |
| <b>Registration category</b>       | Childcare - Non-Domestic      |
| <b>Age range of children</b>       | 0 - 17                        |
| <b>Total number of places</b>      | 80                            |
| <b>Number of children on roll</b>  | 71                            |
| <b>Name of provider</b>            | First Place Nurseries Limited |
| <b>Date of previous inspection</b> | 26/09/2011                    |
| <b>Telephone number</b>            | 02084219121                   |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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