

Child 1st (Bakewell)

Day Nursery

Derbyshire House, Bakewell DE45 1EE



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| Inspection date | 16 April 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff plan a good range of activities that follow children's interests and build on what they already know. They use observation and assessment well to identify progress and next steps in learning for each child.
- Staff teach children about the local community, wider world and differences and similarities between themselves and others. For instance, displays, resources and books reflect children's backgrounds. Staff also take children on trips around the local area, for example to a residential care home.
- Children clearly show a sense of well-being in the nursery. They are confident to approach staff for comfort and reassurance. Younger children settle to sleep readily and wake happily. Older children show good levels of independence as they choose what they want to do and are confident to initiate conversations with the staff.
- Parents receive daily feedback from staff so that they are aware of what their children have done during the day. They speak positively about the recent changes in the nursery environment and feel it is a relaxed and stimulating setting.
- Staff morale in the nursery is high. Staff speak of the supportive and encouraging management team, who offer an effective programme of professional development for them to enhance their own knowledge and skills. Self-evaluation is accurate and includes the views of parents, staff and children.
- The management team is aware of the need for staff to receive regular supervision. However, they have not yet embedded this process to fully support and enhance staff professional development to the highest level.
- Sometimes, quiet activities such as stories or games are interrupted as children move through the nursery as part of the daily routine. Children are not able to maintain their full attention at these times.

What the setting needs to do to improve further

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

- embed further the systems for regular supervision to enhance the continuous improvement of staff members' professional development
- review how daily routines are organised, particularly as children move from outside to indoors, so that any quiet activities are not interrupted and children can maintain their full attention.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, the nursery's self-evaluation and development plans.
- The inspector looked at evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views from nursery reviews online and written feedback.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The staff team fully understands how to keep children safe and promote their welfare. The management team's continual reflection and evaluation of the provision result in some well-targeted plans for the future development of the nursery. The monitoring of the progress made by different groups of children is effective. The changes made to the outdoor provision have seen enhanced progress in children's physical skills and understanding of the world. For example, the staff team has extended the outdoor area and made additional opportunities for children to take well-supervised risks as they explore the natural world. Additional funding that the nursery receives is spent carefully to provide children with a range of first-hand experiences and new opportunities.

Quality of teaching, learning and assessment is good

The well-qualified staff team promotes all children's communication and language very well. For example, staff engage children in conversation and actively listen to what they have to say. Staff working with babies use single words and repetition to build on their understanding. Babies practise building towers with a range of different resources, which helps them to develop skills, such as their hand-to-eye coordination from a young age. Younger children thoroughly enjoy singing. They watch staff and giggle with anticipation to clap their hands at the end of a favourite song. Toddlers eagerly explore the range of shells hidden in the sand tray. They count them as they put them in the bucket and learn mathematical vocabulary, such as 'big', 'small', 'heavy' and 'light'. Pre-school children are encouraged to follow their own ideas during outside play. As they race round the playground, staff ask how many laps they can do within one minute. Using a timer, they run and use the scooters to decide which is faster.

Personal development, behaviour and welfare are good

Children's behaviour is good, and staff are positive role models. Staff use clear explanations so children know what is expected and they learn about the boundaries. Children form strong bonds with the staff. There is an effective key-person system. This supports children to recognise who to turn to if they need help. Staff provide a caring and welcoming environment for children. Children have plenty of opportunities to play energetically and enjoy the outdoor environment. They enjoy practising their balancing skills and negotiating space as they climb and clamber on large equipment and ride on bicycles. Children enjoy healthy meals and snacks and are eager to wash their hands before eating. Staff manage each child's care and dietary needs well.

Outcomes for children are good

All children make good progress at the nursery in relation to their starting points. Overall, children are working within the expected levels of development for their age. Babies are curious learners as they explore the treasure baskets and shiny resources. Toddlers share and take turns, enhancing their social skills, as they thread beads on to string. Pre-school children learn about colours as they mix paint and observe the changes. Children are developing the skills and dispositions required for starting school, when the time comes.

Setting details

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| Unique reference number | EY545876 |
| Local authority | Derbyshire |
| Inspection number | 10096256 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 72 |
| Number of children on roll | 117 |
| Name of registered person | Child 1st (Bakewell) Ltd |
| Registered person unique reference number | RP545875 |
| Date of previous inspection | Not applicable |
| Telephone number | 01629 813888 |

Child 1st (Bakewell) Day Nursery registered in 2017 and is in Bakewell, Derbyshire. The nursery employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including one with a qualification at level 5 and one with a qualification at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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