



Please find below a full breakdown of the recommendations  
Ofsted gave us.

The recommendations are stated on the 1<sup>st</sup> Page of the report under  
Children 1<sup>st</sup> Day Nursery is not yet Outstanding because:-

- 1) The Inspector would have liked to have seen the children participate more during the lunch preparation.  
i.e: The children setting out the placemats for lunch & helping themselves to food.  
This task is normally encouraged, but unfortunately was not fully shown on the day of the Inspection.
- 2) All children's development is recorded. However the Inspector would have liked to see all children's development in one format as opposed to individually. This is something we are working on. We will be introducing "Tapestry" – which is an App on your mobile phone, laptop, Tablet or I Pad, where you see your child's observations and track their learning development. Tapestry will be taking place in the near future. We will keep you updated  
PLEASE NOTE: This App is between Parent and Keyworker only.

*The staff at Children 1<sup>st</sup> Day Nursery would like to thank all parents that gave feedback to the Inspector.*

# Children 1st Day Nursery

Elim Pentecostal Church, 7-9 Tramway Ave, Edmonton, N9 8PD



<b>Inspection date</b>	21 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

- The staff establish strong partnerships with parents, and regularly share information about their children's learning and development. Parents speak highly of the nursery and the level of care and learning their children receive.
- Staff promote positive behaviour and demonstrate how children can be kind to others. Children share resources, work together and generally display very good behaviour.
- Children enjoy playing with a wide variety of good-quality toys and resources. Teaching is good, overall, and activities are based on children's interests. Children make good progress in their learning.
- Children learn in a bright and stimulating environment. Staff plan interesting and imaginative activities to engage children and promote their curiosity.
- The managers model good practice. They are always available to staff for support and guidance. Staff morale is good, and they feel both valued and supported.

### It is not yet outstanding because:

- Staff do not consistently use all opportunities to help children be independent in tasks they can manage for themselves.
- There is not an effective system currently in place to enable managers to track the overall development of children in groups or cohorts. This can, on occasion, lead to gaps in children's learning not being promptly identified.

## What the setting needs to do to improve further

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

- provide further opportunities for children to develop their independence
- develop the monitoring systems to help ensure that all the areas of learning and development are effectively monitored for groups and cohorts of children.

### Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children to take account of their views.
- The inspector viewed a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

### Inspector

Christine Lamey

## Inspection findings

### Effectiveness of the leadership and management is good

The managers ensure that staff have a secure understanding of their role in keeping children safe. For example, staff are confident with the procedures to follow should they have any concerns about the welfare of a child. Robust recruitment and induction procedures help to ensure that suitable staff are employed. Risk assessments are regularly carried out by staff. They are evaluated, and actions are implemented to make sure children are safe in their care. Safeguarding is effective. The management team is strong. It continually evaluates practice and identifies areas for improvement. Managers listen to new ideas about how to raise the standard of teaching and the quality of children's daily care. For example, staff are encouraged to contribute to focused improvement plans and they talk to managers about areas of concern. Leaders meet regularly with staff to discuss their professional development and ongoing suitability.

### Quality of teaching, learning and assessment is good

Children enjoy songs and rhymes, and clap their hands to music. They eagerly join in story time and share their thoughts about characters and events. Staff interact well with children and act on their suggestions to support their communication and language skills. Children are well motivated to learn. They use their imagination well. For example, children discover the feel of soft yogurt mixed with crunchy cereal and make 'squishy' pies. Staff encourage children to estimate and guess how many people it will take to pull a pumpkin out of the ground. Children confidently count to 20 and younger children eagerly join in with number songs during singing time. The managers have built positive relationships with local schools. Staff complete a summary of children's progress to share with teachers, to aid children's transition to school.

### Personal development, behaviour and welfare are good

Children enjoy fresh air and exercise in the outdoors and learn to manoeuvre bicycles and scooters safely. Staff conduct regular and thorough checks on the premises and resources to help children remain safe. Staff support children to develop their physical skills and to look after their own well-being. For example, staff talk to children about the importance of good dental health and all children are enthusiastic about cleaning their own teeth, including very young children. All children enjoy talking to their friends at lunchtime as they access a nutritious meal. Water is easily accessible for all children, and they are encouraged to develop their awareness of keeping hydrated during the hot weather.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress in their learning. They are curious, interested and highly engaged in their play and learning. Older children's literacy skills are developing well. For instance, they recognise their names and attempt to write the first letter. Younger children have great fun as they draw circles and lines in the yogurt gloop in the builder's tray.

## Setting details

<b>Unique reference number</b>	EY495913
<b>Local authority</b>	Enfield
<b>Inspection number</b>	1037653
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Children 1st Day Nursery Partnership
<b>Registered person unique reference number</b>	RP535052
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07834 705672

Children 1st Day Nursery registered in 2016. The nursery is open every weekday from 7.30am to 6.30pm, all year round. The nursery employs 11 members of staff. Of whom, three hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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.

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