



First Steps Nursery at New Park School

Inspection report for early years provision

Unique Reference Number	EY338738
Inspection date	12 January 2007
Inspector	Ann Webb
Setting Address	New Park Cp School, Skipton Road, HARROGATE, North Yorkshire, HG1 3HF
Telephone number	07966 518 798
E-mail	joyce.forster7@ntlworld.com
Registered person	Joyce Forster
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

First Steps Nursery at New Park School is privately owned and operates from New Park Community Primary School and serves the local community. The nursery is open five days a week, term time only. Children attend for a variety of sessions. The setting opens from 09.00 until 15.30. The setting provides full day care for 26 children aged two to five years. They are in receipt of nursery funding. The children are in a classroom within the school building with access to the school library and hall. There is access to a secure outdoor play area to the front of the building. There are five staff working in the nursery and over half hold early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are good opportunities for the children to learn about being healthy. For example, they have a healthy choice of fruit at snack time. When they are thirsty they can help themselves to drinks from a water dispenser. Additionally, the children see posters with images of healthy ingredients and talk about good foods with the staff.

The children are developing a good understanding of the importance of personal hygiene. Hand washing routines are consistently implemented, for example, the children wash their hands after they visit the toilet and use hand wipes before their snack. The staff are good role models for the children, they follow procedures for maintaining a good level of hygiene, such as cleaning tables before the children eat.

The children have suitable opportunities for large physical exercise. They play indoors with a parachute, running and crawling underneath. Additionally, they play ring games and climb and balance on larger items of equipment. Outdoors the children are able to run around, play games and use bats and balls. Activities, such as music and movement encourages them to be physically active.

The children are able to rest and sleep in accordance with their parents' wishes and own sleep patterns. Their health and well-being is further promoted through a clear sickness policy and the effective management of children's illnesses. For example, children with an infectious illness are required to remain at home.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a safe and secure environment where potential risks are minimized effectively by the staff. For example, written risk assessments are completed for indoors and outdoors, hazardous materials are inaccessible, and activities and resources are suitable for the ages of the children. Additionally, the premises are secure and children are unable to leave unattended. The system used to monitor visitors to the setting is consistently managed by the staff with accurate details of when staff and children are present.

The children are learning to contribute toward their own safety, for example, by practising emergency evacuations. Themed and role play activities, such as a fire station further support the children's ideas and understanding of fire safety. Additionally, the staff remind the children not to run indoors or to push each other. Documents, such as accidents and medication records contain all the relevant information to maintain the children's safety. These records are shared with parents.

Resources and equipment are safe and suitable for the ages of the children, they are presented well and the children are able to access toys independently. For example, furniture is generally child sized with low tables, chairs and shelving. This enables the children to choose and help

themselves to equipment, such as books, games and construction. However, the work station for the computer is too high for children's use and comfort.

The children's welfare is further promoted through the staff's appropriate understanding of the Local Safeguarding Children Board procedures. There is a written child protection policy which is understood by the staff, for example, notifying the relevant child protection agencies. Some staff have undertaken additional training and share their knowledge with other team members through in-house training.

Helping children achieve well and enjoy what they do

The provision is good.

The children have access to a good range of toys and activities. For example, sand, water, paint, construction, role play, books and musical instruments. They are interested in all the activities and are eager to join in. During role play the children quickly become involved in pretend play. They set the table, make drinks and wash dishes, talking to their friends about the scenario they are creating.

During story time the children listen to a story about a fire fighter and the older children are eager to contribute their own ideas about the story. However, the younger and less able children become restless and disinterested as the session is too long to retain their attention.

The staff interaction with the children is good. They take time to listen to what the children have to say and encourage them to think about new vocabulary. For example, a theme about fire fighting is used by the staff to introduce words, such as extinguisher and axe.

The children's creativity is developed through good opportunities to experiment with paint and craft materials. They successfully use scissors, glue spreaders and modelling tools to effect changes and textures. Some children enjoy playing together in small groups constructing garages for their cars while other children are happy to play alone with a train and track. The staff spend time with the children listening and talking with them, consequently the children are happy and settled in their environment.

Nursery Education.

The quality of teaching and learning is good. The staff have positive interaction with the children and give them praise and encouragement. However, they do not acknowledge the children's creativity and achievements through displaying their art work around the room. The staff have a sound understanding of the Foundation Stage and plan a varied and interesting range of activities which are focused around seasonal changes, events and children's choices. Planned activities are threaded successfully throughout areas of play, for example, people who help us. The role play area is a fire station, staff read books about fire fighting and children are able to dress up and use resources for fire fighting. Key worker staff observe the children and record their progress in development profiles. They recognise children's individual learning needs and use information gathered from observations to successfully plan for the next steps in children's learning. Resources are effectively organised, interestingly presented, and support children's learning in all areas.

Most children have good counting skills. For example, a four-year-old child draws a ladder and counts the rungs to seven. During a game of dominos children count out the dots and find the matching pair. Some older children pair animals together and sequence them in order of size. The older children can confidently count to 10 and use their counting skills in their play.

Some older and more able children are able to form recognisable letters and make good attempts to write their names. Some children can recognise their written name from their name cards. Many children can recognise familiar letters, for example, they point out the R in the word fire. The younger children make marks for a purpose using marker pens and pencils to draw lines and circles, some children draw dots to represent the marks on the dominos. They know where resources are stored and make independent choices from a good range of activities.

The children are sociable and confident to talk to each other and with adults. They are able to sit quietly when needed and can concentrate on tasks, for example, during a dough activity they consider how they roll and cut the dough. Most children are developing attachments to each other and seek out their friends. For example, to read a favourite book together and to sit next to at lunchtime. They are able to independently contribute toward their own care needs and attempt to fasten their own shoes and clothing. Through the celebration of cultures and festivals, other than their own, the children are developing a good understanding of the diversity of the local and wider community.

The children are developing a good understanding of information technology. They are able to operate a computerised learning centre by following the recorded instructions. They use an adding machine and a laptop computer in the role play area and share a walkie-talkie set to communicate with their friends. The children talk about the sounds that animals make and can name wild animals, such as crocodile and elephant. They know about people who help us and describe how fire fighters use ladders.

During physical activities the children are developing their skills in running, jumping and balancing. They use a parachute and jump between the colours and make good attempts to balance on one leg. The children have good coordination and bodily control. They move around furniture with care and have a good sense of space. Most children are able to use tools for modelling and shaping, for example, a child cuts out shapes from the dough and handles scissors successfully to cut paper.

Helping children make a positive contribution

The provision is good.

There are effective arrangements in place to care for children with learning difficulties and disabilities. For example, a key member of staff attends planning meetings, relevant training and liaises with parents and other staff. There are good behaviour management strategies in place, for example, the children are praised for good behaviour and explanations are given where behaviour is unacceptable. The staff give the children gentle reminders about not running and pushing and consequently the children behave well and know what is expected of them.

Partnership with parents is good and they receive a good amount of information regarding all aspects of the setting and the children's care. For example, they sign accident and medication

records, supply details of children's health history and individual needs. However, parents are unable to independently access their child's development records and make their own contributions. All policies and procedures are available for parents and a notice board displays current information. Additionally, staff informally exchange information at the beginning and end of each session. Parents are welcomed into the group to settle new children and are encouraged to take part in their children's learning, for example, through a self-registration system.

The children learn appropriately about their community and the wider world. For example, through activities, such as people who help us. Their environment reflects the diversity of the local community and children have access to a good range of resources which reflect positive images of gender, race and disability. For example, books, dressing up clothes, small world figures and role play. Additionally, they join in the celebration of their own traditions and those of others. Their spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The environment is well organised. The staff work well as a team and they know their roles and responsibilities. They implement routines to give children a broad range of experiences. The children benefit from well deployed staff who consistently interact with them and offer effective support and encouragement, which helps children feel secure and confident. All the required documentation, such as emergency contact and registration details are in place, are easily accessible and stored securely.

There is a robust system to ensure that the staff working with the children are suitable to do so, for example, background checks are carried out, references are taken and qualifications are checked. Adult-child ratios are maintained at all times which ensures that the children receive good levels of adult support.

The leadership and management of the nursery education is good. The staff have a sound understanding of the Foundation Stage, the National Standards and legislative changes, for example the requirement to record any complaints. The manager oversees the planning of the educational program and advice and guidance is sought from an advisory teacher. The staff are committed to keeping up to date with current child care practice, for example, they attend regular training events, such as first aid, 'Birth to three matters' framework and the Foundation Stage. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to

keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that furniture is suitable for its purpose, with regard to the computer table
- ensure that group activities are suitable for the ages and understanding of the children, with regard to story time.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the children's developmental profiles and ensure that they are available for parents to make their own contributions
- display children's art work to acknowledge their creativity and achievements.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk