

# First Steps Day Nursery

Inspection report for early years provision

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**Unique reference number** EY372710  
**Inspection date** 29/09/2008  
**Inspector** Dawn Bonica Brown

**Setting address** 49 Broughton Road, Skipton, North Yorkshire, BD23 1TE

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**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

First Steps Day Nursery is one of two privately owned settings. It opened in 2008 and is situated in Skipton, North Yorkshire. The nursery operates from converted premises consisting of four play rooms plus associated facilities. A maximum of 84 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round except for bank holidays and one week at Christmas. All children share access to a secure enclosed outdoor play area. Access to the premises is gained through the outside play area.

The setting currently has 52 children in the Early Years Foundation Stage on roll. There are 28 children aged under two years attending the nursery and five children are in receipt of early years funding.

The setting makes provision for children belonging to staff members to attend a holiday club on the premises. It is registered for a maximum of 16 children aged from five years to adult. A total of seven children currently attend the holiday play scheme.

There are currently no children attending with disabilities or learning difficulties. The nursery cares for children who have English as an additional language.

The setting employs 15 members of staff who work directly with the children. Of these, 12 have an Early Years qualification and three are working towards a further qualification in Early Years.

## Overall effectiveness of the early years provision

Children's well-being and self confidence is promoted very well so that all children make good progress in their learning and development. They benefit from effective communication with parents to ensure that their individual needs are met and the setting works in partnership with other agencies to provide consistency of care.

Children's welfare is promoted effectively through careful attention to the records, policies and procedures required for the safe and efficient management of the setting in almost all areas. The management reflects positively on the care provided. The capacity for self improvement is supported by good systems to evaluate its practice. This means that areas of perceived weakness are addressed promptly. Plans for future development are securely founded on the needs and preferences of the children cared for.

## What steps need to be taken to improve provision further?

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

- continue to develop resources reflecting positive images of disability
- improve the quality of information provided about the next steps in children's planned learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the record of the risk assessment clearly states when it was carried out, by whom and the date of the review.

13/10/2008

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

Children are cared for by highly qualified and well trained staff who demonstrate vigilance in safeguarding their welfare. Resources are organised in a manner which supports their independence and all-round development. For example, they select toys and activities of their choice from child height storage with pictures of the contents to help them identify the toys. Children feel secure and demonstrate confidence as they receive plenty of individual attention from supportive adults.

The setting implements good procedures to monitor, evaluate and improve the service it provides. Children benefit from care by staff who are well informed about new developments in child care. The management implements effective systems to identify targets for improvement by canvassing the opinions of children, staff, parents and other professionals. The setting acts quickly to address any areas identified for improvement. For example, the prompt installation of blinds in the baby room when this is suggested by a parent. Children enjoy their time in the setting because staff are well motivated to improve the quality of the care and learning provided through regular monitoring and collaborative working.

Children are protected through good quality risk assessments and appropriate action is taken to eliminate or reduce risks. However, the written risk assessments are not dated. Effective procedures are in place to identify any child who may be at risk of harm and staff understand their responsibilities and the appropriate lines of communication.

## **The quality and standards of the early years provision**

Children demonstrate a positive attitude to learning. This is promoted well by staff who understand the Early Years Foundation Stage learning and development requirements. Children respond well to appropriate challenges and are eager to explore new activities and try new experiences. Their individual learning programmes are based on accurate observations which lead to an informed assessment of their abilities and achievements. However, insufficient information is provided about the how to achieve the next steps in children's learning.

Staff provide a good balance of adult-led and child initiated learning so that children enjoy an active learning experience, where their ideas and opinions are recognised and valued. They learn to think critically and adapt to new situations by drawing on past experiences. For example, a child listening to a story about conkers remembers that there is a store of conkers and runs off to fetch them for the group. This

enhances the story as the children then examine the conkers against pictures in the book and discover new details about conkers.

Children's experience of the wider community is promoted in a comprehensive manner through working with parents, people in the community who visit the group and children's experiences through activities. For example, through topic work, parents are encouraged to help their children discover their local community by looking out for people in the community 'who help us' such as, the fire service, ambulance, police, doctor's surgery and the library. Visitors to the group include the emergency services which produces exciting role play. Children's awareness of other cultures and beliefs are promoted through child-centred activities and resources reflecting positive images of cultural diversity and religion. However, those reflecting positive images of disability are limited.

Children benefit from inclusive provision so that any with additional learning or developmental needs receive appropriate support. The setting has suitable systems in place for their identification and support. Staff work with parents or carers and other agencies to match activities to their individual capabilities so they can succeed. Children's behaviour is well managed so that they are responsive to the needs of others and understand how to share and take turns.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.