

First Steps Kindergarten

Inspection report for early years provision

Unique reference number 305058
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Inspector Graham Martin

Setting address Yewtree Lane, Poynton, Cheshire, SK12 1PU

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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 Kindergarten and Out of School Club is situated on the site of Poynton High School and Leisure Centre in the town of Poynton, which is in the Macclesfield borough of Cheshire. The setting is open Monday to Friday throughout the year between the hours of 07.45 and 18.00. It is registered on the Early Years Register to provide care for up to 50 children aged from birth to five years. Some children attend for full day care, others attend part time. It is also registered on the compulsory and voluntary parts of the Childcare Register for out of school care for up to 24 children aged five to 11 years. These children are transported to and from five schools in the Poynton area at the start and end of the school day. During school holidays, holiday club provision is also open to children who attend other schools. There are currently 49 children on roll in the nursery, of which 12 receive nursery education funding. A total of 64 children are registered to attend the out of school club at various times.

The premises consist of two large single storey demountable buildings, contained within the same grounds. The Kindergarten building has four playrooms for children of different ages and a sleep room. The playrooms are set out for different types of supervised and independent activities, with carpet and vinyl floor surfaces. Toilet and nappy changing facilities directly adjoin each of the playrooms. The out of school club building has one playroom and a computer room. Children are able to access one of three outdoor enclosed play areas for physical and outdoor learning. These areas have a mix of grass and hard standing areas alongside the building. Further facilities inside include a kitchen, laundry, office, staffroom and staff washrooms.

A total of 18 staff work directly with the children and 14 of these hold a recognised childcare qualification. The other four are currently training for a recognised qualification. Two further staff are employed for cooking, cleaning and maintenance duties.

Overall effectiveness of the early years provision

Parents have positive views of the care their children receive and the opportunities the nursery provides to prepare them for Reception classes. Children are successful in developing their independence and in learning many essential basic skills that ready them for school, though some aspects of their mathematical learning require improvement. Staff develop warm relationships with the children and establish good links with parents and carers. The setting has satisfactory capacity to evaluate its own work and maintain continuous improvement. Staff have a good level of commitment to meeting the needs of all children and are keen to improve their own knowledge and skills. Their manager gives them good support to achieve these aims, for example, ensuring that staff attend regular update training on the Early Years Foundation Stage (EYFS). Staff have a growing knowledge of the EYFS expectations and work well to enable children to achieve them.

What steps need to be taken to improve provision further?

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

- develop opportunities for children to practise and extend their mathematical skills of reasoning and problem solving
- make full use of the EYFS documents to self-evaluate and improve the effectiveness of provision.

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

- ensure regular electrical safety checks on areas that are not normally accessible to children.

12/11/2008

The leadership and management of the early years provision

The manager has established secure policies and procedures that provide clear guidance to staff for the effective running of the provision, for safeguarding children and for ensuring their well-being. Along with friendly relationships between staff and children, this provides an environment in which children develop confidence and independence, allowing them to explore, play and learn well. The manager and staff have secured good improvement since the last inspection and all areas have been acted on. Staff are aware of their own roles and responsibilities for safeguarding children, although some electrical sockets in areas not normally accessible to children are left unguarded. Recruitment and appointment procedures are robust, ensuring that children are well cared for and safeguarded by suitably trained and qualified staff.

The manager and staff have good communication and links with parents and carers. These links give parents and carers confidence in the quality of provision and in the opportunities it provides for their children to learn, as seen in their responses to a questionnaire they complete before their children move to Reception classes. Comments on how well their children settle in to nursery, how happily they come each day and how well prepared their children are for starting school are typical views from parents and carers.

There is a good level of commitment to improving the service. The manager provides good support for staff to update their knowledge and skills, including on-site training and achieving nationally recognised qualifications. There are plans for staff to make better use of the new national guidelines for the EYFS to evaluate their practice. Some basic self-evaluation has taken place but there has not, as yet, been a comprehensive evaluation of provision against the expected outcomes for the EYFS.

The quality and standards of the early years provision

Children have good opportunities to learn from the very start of their time in the nursery. Staff ensure that children experience a range of activities that reflect children's individual development and learning needs. They establish a warm

rapport with children, giving positive encouragement and praise to promote their enjoyment of learning. Younger children respond by showing clear signs that they enjoy the games they play, often encouraging and praising other children in their group in response to the good role models set by adults. Older children take pride in confidently re-telling stories they have heard while pointing at the words in the books or saying how big and strong they are because they drink their milk and eat their healthy snacks.

Children are happy to come into nursery, sometimes surprising their parent or carer by showing them something new they have learned or where they need to go. Staff are well deployed so that each child has confidence in adults they can trust and turn to for help if they need it. Children's emotional and learning needs are well looked after; they have a good balance of experiences that enable them to develop their interests and practice their skills. The play rooms are set up to provide a good range of activities, including those for learning led by adults and those that promote independent learning, although more challenging games and activities are not always provided to promote the developing mathematical enquiry skills of problem solving and reasoning seen among some older children.

Staff know the children well from close observations of their behaviour and how well they engage with activities. They check on children's progress and keep records of steps they make towards the outcomes for their learning. Photographic records show children responding with interest to activities that promote their learning across all areas, including delightful photographs of children making gingerbread men and their collections of souvenirs from countries around the world, including India, Indonesia and Australia. Children enjoy additional opportunities to develop an awareness of keeping safe and understanding how people contribute positively to their community. For example, children show great interest in the talks given to them by police officers and fire service personnel about community safety. An oral hygienist helps children to appreciate the importance of personal dental care, having a good impact on their understanding of how to care for their own teeth. The outdoor play areas are well kept and provide a pleasant environment in which children can enjoy a good range of energetic activities, such as pretending to be fire brigade officers, to practise their physical skills using a variety of small and large toys.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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.