

# First Steps Day Nursery

Inspection report for early years provision

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**Unique reference number** EY302828  
**Inspection date** 12/01/2009  
**Inspector** Judith Anne Kerr

**Setting address** St. Mary's Hospital, Hathersage Road, Manchester, M13  
0JH

**Telephone number** 0161 276 4299

**Email**

**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 governed by Central Manchester and Manchester Children's University Hospital NHS trust. It was established approximately 20 years ago and re-registered in 2005. The nursery provides care for the children of hospital staff working for the trust. The nursery operates each weekday from 07.15 to 17.45 for 51 weeks of the year. Children have access to six rooms and are grouped in three rooms according to age. The children have opportunities to mix across the age ranges. All children share access to a securely enclosed outdoor play area. The building has disabled access.

The nursery is registered to care for a maximum of 55 children at any one time on the Early Years Register and the compulsory part of the Childcare Register. During school holidays there are five places for children aged between four and eight years. There are currently 72 children on roll from eight months to four years. All of these children are on the Early Years Register. Children attend on a variety of placements. The nursery supports children with disabilities and children who have English as an additional language.

The nursery employs 17 staff who work with the children. All of the staff are qualified and four are working towards a further qualifications. Students attend on placements. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Detailed policies and procedures contribute to keeping children safe. Children's welfare requirements are for the most part met. The children make satisfactory progress in their learning and development. Staff work to provide a fully inclusive environment. They develop good working relationships with parents and keep them well informed of their children's daily routines and developmental progress. Self-evaluation systems are incomplete but do recognise there are gaps in the planning for children's learning and development.

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

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

- further develop the environment to ensure it is stimulating and offers a range of activities which will encourage children's interest and curiosity, both indoors and outside
- implement procedures to identify children's starting points and improve the observations and assessments of each child's achievements to identify learning priorities and plan relevant and motivating learning experiences
- continue to improve the systems for monitoring and evaluating the provision to identify areas for further development.

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

- maintain the requirements for adult:child ratios at all times (Suitable People) (also applies to the compulsory part of the Childcare Register).

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

Agreeable procedures are in place for the recruitment and vetting of staff to ensure their suitability to work with children. Staff to child ratios are for the most part maintained to promote children's care, learning and play. However, on occasion at the end of the day ratios are not met. This is a breach of regulations. Detailed risk assessments for the premises and outings contribute to the monitoring of children's safety. All visitors are required to sign in and out of the premises and children are only released to named adults in order to minimise risks. Parents are well informed about the childcare practices from discussion and through reading the comprehensive policies. These include information about the complaint process and safeguarding. The required documentation, such as the accident record and consents are in place and well organised. Parents are kept informed about the procedures taken to help prevent the spread of infection. The staff have a clear understanding of local safeguarding procedures and the steps to take if they are worried about the welfare of a child in their care. They all attend relevant training each year.

The nursery are beginning to implement a process of self-evaluation to monitor and evaluate the provision. Parents are involved as they complete questionnaires to voice their views. There are clear plans for future improvement which will promote outcomes for children. For example, the setting is currently reviewing planning and assessment systems and the learning environment.

Staff have an appropriate understanding of the Early Years Foundation Stage which enables them to support children's progress in their learning and development. However, although parents are encouraged to identify children's likes and dislikes they are not invited to identify what children already know and can do on joining the nursery. The next steps in children's progress towards the early learning goals are not consistently identified or effectively planned for.

Approachable, friendly staff help to create an atmosphere that encourages a two-way flow of information. Parents are greeted warmly on arrival and are provided with a wealth of information about the setting and their children's daily activities. Discussions with parents, the quarterly focus group, verbal comments and recent thank you cards show that parents are happy with the service provided, levels of care and activities afforded. Weekend books help to further strengthen links with home. Inclusive practice is pleasingly applied in this setting so that all children feel welcome and have their individual needs met effectively by well informed staff.

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

Staff develop caring relationships with the children, getting to know their likes and dislikes. They are sensitive to young children's needs, such as providing a hug for babies when they wake. Children are kept safe as they practise fire drills, so they know what to do in the event of a fire. They play in the fresh air and exercise as they climb, slide and ride the wheeled toys in the outdoor play area and visit the library. The staff ensure they take all relevant contact details with them on outings. Children are encouraged to have independence as they access the toilet and learn to wash their hands. They benefit from healthy snacks and balanced meals, such as cheesy baked potatoes with green beans followed by rice pudding. Drinking water is always available, enabling children to control their own thirst needs.

Resources are stored in low-level shelving units to enable children to freely access the toys. This helps them to initiate their own ideas and to increase their confidence. However, the organisation of the play areas are not always planned sufficiently to stimulate and meet the needs of all the children. Children have access to books, dolls and jigsaws which show positive images of race, gender and disabilities. These are used to help children gain respect for differences. Staff are good role models with a consistent, positive approach. As a result, children appropriately manage their own behaviour; for example, willingly sharing dough with a newcomer.

Children listen to and enjoy rhythmic patterns in rhymes, such as 'wind the bobbin'. Staff read books, such as 'Little Croc and Bird' to them and they point to the pictures. Children's creativity is developed as they make spiders with pipe cleaners and use cotton wool for snowmen. Children care for the flowers they have been involved in planting in the outdoor play area. Young children enjoy exploring natural materials in treasure baskets which helps them to use their senses. They feel the texture of shells using their fingers and observe the changing lights in the sensory room. Babies delight in seeing their faces in the mirror and explore the texture of the sand as they pour it from one container to another. In the holidays older children enjoy finding worms in the park, manoeuvring round the obstacle course and planting seeds.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified on the early years section of the report (CR 1.12).

12/01/2009

## **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**

Since the last inspection there have been no complaints made to Ofsted.

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.