

# First Steps Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	105622
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<b>Inspector</b>	Susan Victoria May

<b>Setting address</b>	Wexham Park Hospital, Wexham Street, Wexham, Slough, Berkshire, SL2 4HL
<b>Telephone number</b>	01753 634365
<b>Email</b>	rebeccafarmer@hwph-tp.nhs.uk
<b>Type of setting</b>	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 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).

## Description of the setting

First Steps Day Nursery opened in 1986. It operates from purpose-built accommodation in the hospital grounds. The setting provides day care for the staff of Wexham Park and Heatherwood National Health Trust. The nursery is open each weekday from 06.50 to 18.00 all year. All children have access to enclosed outdoor play areas.

The provision is registered for a maximum of 58 children on the Early Years Register. There are currently seventy nine children on roll aged from 3 months upwards. The nursery receives funding for 3 and 4 year olds in nursery education. The setting is able to support children with learning difficulties and those for whom English is an additional language.

The nursery employs 18 staff. Of these 16, including the manager hold appropriate early years qualifications. The nursery also employs a housekeeper and administrator. The nursery is Quality Assured within the Bristol Standard scheme.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare requirements are met with support from staff who follow most policies and procedures to keep children safe and meet individual needs. Opportunities for children's learning and development is very good and children progress well in the child friendly environment. Children are eager to sample the enjoyable, varied and challenging experience that promotes their learning as they enjoy free flow play. Planning is flexible as staff complete observations, take into account children's capabilities, preferences and the next steps in their development. There are effective systems in place for parents to share their own thoughts and feelings thereby contributing to the children's next steps in learning. Additional support is available for those that need it. The provisions self-evaluation of its practice successfully identifies strengths and staff demonstrate their commitment to enhancing the children's care and learning as they constantly explore ways in which to improve their practices.

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

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

- implement robust systems to identify and challenge visitors before entering the building to ensure children's safety
- review and update risk assessments for outings to ensure hazards are identified and risks minimised

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

Staff receive ongoing support from senior management, they work well together as a team and regular staff meetings, ongoing training and good communications help the group to self-assess, evaluate their provision and successfully identify strengths and weaknesses. Children benefit from being cared for by staff whose knowledge and childcare practice is constantly developing. Staff know the children well and foster an inclusive environment in which all children's needs are met. To protect children there are well-established systems in place that ensure all adults who work with the children are suitable. Entry to the nursery is monitored through an intercom system answered only by staff, however, procedures for challenging and identifying visitors are not robust. This compromises children's safety. The provision has completed written risk assessments on the premises and daily checklists and ongoing visual checks throughout the day ensure equipment and resources are safe for children to use. Staff follow strict procedures to keep children safe off the premises; however, assessments for outings have not been updated to fully identify and minimise possible hazards to keep children safe. The setting's policies and procedures undergo regular review to ensure they reflect current legislation.

Staff invite parents to regularly share information from home and reflect with staff on the children's progress, they have access to their own children's records and to all policies and procedures. These include procedures and information to protect children's health and well-being, such as accident and medication documentation and complaints. Daily information about the nursery is provided through verbal exchanges, notice boards and parent's evenings. Parents are requested to complete questionnaires on the nurseries provision of care and their comments and suggestions are noted and acted on as appropriate.

Staff protect children from harm as they clearly understand their role in child protection, share the information with parents and know the appropriate procedures to put into practice if necessary.

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

Children play in an attractive, well-thought-out environment with access to resources and activities that stimulate their imagination, provides challenges and offers ample opportunities for them to move forward at their own pace. Children's spontaneous play is valued by staff who are flexible in their planning to encompass the children's interests; Key persons know their children well and use their clear and up to date observations and assessments as an aid to recognising the children's next steps. The nursery operate a free flow policy and children move independently between the extremely well-equipped garden areas and their playrooms, choosing what they wish to do from the activities set out, or selecting their own activity from a range of easily accessible resources. For example, a child decides to make music with a steel drum, selects the instrument and moves to a large mat outdoors and begins to play. Another child decides to join in, selects another instrument and together they play and sing a song with great gusto and

obvious enjoyment. This freedom of choice promotes self esteem and helps children feel a sense of ownership within the setting. Adult support is always on hand if required and children are provided with opportunities to re-visit previous themes and topics enabling them to consolidate their learning. Child sized furniture is available throughout.

There are good systems in place to support children with additional needs, such as promoting English for those for whom it is an additional language while also supporting home languages. Children are happy and confident in their surroundings, demonstrate curiosity about the world around them as they ask questions and begin to recognise their similarities and differences through discussions and stories. They learn about the natural world as they talk about the weather, hunt for mini beasts in the wood pile and complete simple experiments as they spin a glitter ball and watch the reflected light sparkle on the ceiling and walls. Good relationships are in place between staff, children and visitors to the setting. Children are aware of the daily routines and know what happens next, for example, before lunch children are eager to help tidy away, wash their hands and help get ready for their meal. Independence is promoted as children serve their own meals and pour their own drinks.

Staff have clear expectations of behaviour and give priority to promoting a caring environment where children show respect for each other and are kind and thoughtful. Staff encourage the children to comment and express their thoughts and feelings openly, children often resolve any issues themselves giving consideration to the feelings of others. For example, a very young child wanted some construction equipment being played with by another child. The child did not want to give it up, and said "No, mine", but with no prompting or adult intervention went to the equipment box and brought back more of the same toy and gave it to the other child to play with. Children of all ages enjoy stories and books both independently, with their parents as part of a library system in place and when part of a group. Children confidently use technology resources in their play and explore their creativity as they self-select from a range of art and craft materials and become involved in role play. Staff promote children's health as they help younger children to become aware of their bodies through everyday events. Staff provide good role models through their actions and older children demonstrate a clear awareness of the importance of keeping themselves healthy through personal hygiene and good nutrition.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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?	1

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