

First Steps Day Nursery

Inspection report for early years provision

Unique reference number	142796
Inspection date	27/05/2009
Inspector	Elaine Douglas
Setting address	44 Compton Road, Shepton Mallet, Somerset, BA4 5QT
Telephone number	01749 346733
Email	fsdaynursery@btconnect.com
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 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 privately owned. It opened in 1993 and operates from a large detached house and a purpose-built building in the grounds. Children share access to a secure enclosed outdoor play area. It is situated in Shepton Mallet and children attend from the local area and surrounding villages. The nursery is open each weekday from 08.00 to 18.00 all year except Christmas and bank holidays.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 46 children may attend the nursery at any one time. There are currently 102 children aged from six months to under five years on roll, some in part-time places. The setting offers temporary care for children once they start school up to eight years. The nursery currently supports a number of children with learning difficulties and/or disabilities or children who speak English as an additional language.

There are 12 members of staff, plus the manager and deputy, of whom all except one hold a level 3 early years qualification and one holds a level 5. Four staff are working towards a level 5 qualification and one is working towards a level 3. The setting provides funded early education for three and four-year-olds. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The excellent partnership with parents and others contributes significantly to children making good progress in their learning and development, and ensures they receive any additional support needed. Good self-evaluation helps to identify any priorities for future development and takes into account parents' and children's opinions. Staff's very good knowledge of each child's individual needs promotes all aspects of children's welfare effectively and provides a highly inclusive setting where children are valued for being unique.

What steps need to be taken to improve provision further?

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

- maintain records of any existing injuries to children and ensure doors do not pose a hazard to trapping fingers, to further safeguard children
- ensure consistency in hand washing procedures to ensure all children are protected from cross contamination and develop good hygiene practices
- monitor the assessment arrangements to ensure consistency, in order to match the observations to the expectations of the learning goals to identify learning priorities for each child

The leadership and management of the early years provision

Staff, children and parents all have good opportunities to contribute towards the evaluation of the setting, this effectively enables the manager to ensure a provision which is responsive to all its users. There is a good commitment to ensuring all staff receive ongoing training and development, to ensure good outcomes for children. There have been many changes to the physical environment to give children additional space, and to provide the whole curriculum both inside and outside. The strong partnership with parents is a strength of the setting, as staff recognise parents' role as their child's main educator and carer. Sensitive settling in procedures are also used as an opportunity for the child's key person to get to know the child and their family. Both formal and informal discussions and records keep parents central to their child's development. Babies' routines and care are individual to their needs, and recorded daily to protect their welfare and provide consistency. Information on the provision is provided at each entrance and the setting obtains some information in different languages, where applicable. Staff use sign language and visual aids throughout the nursery, which supports children and their families who speak English as an additional language or have communication difficulties. Additional support is sought where necessary to ensure any children with additional needs are fully included and not disadvantaged.

Effective procedures are in place to safeguard children and all staff receive child protection training. Good systems and guidance ensure any concerns are dealt with quickly and appropriately. However, records are not systematically maintained when children arrive with any existing injuries. Regular risk assessments help identify potential hazards and appropriate actions are taken to minimise risks. However, when the children are using the garden some doors bang shut in the wind, which poses a risk to children trapping their fingers. Staff are extremely well deployed to support children in their learning and development, and to ensure their safety. All documentation has been recently reviewed, to ensure it meets the Early Years Foundation Stage requirements, to promote and protect children's welfare. A key person and buddy system has been introduced, so children are always cared for by one of their two key people, which helps them feel secure.

The quality and standards of the early years provision

Children are extremely confident, settled and happy at the setting. They are given responsibilities which are appropriate to their stages of development. Consequently, children are willing to tidy up and take care of the environment. For example, young children use a dustpan and brush to sweep up dry pasta. Older children respond to certain music being played which indicates that they need to tidy up and anything they are working on they know they can come back to later. Children's self esteem is boosted by being the 'special helper' and all children know they will get a turn. They build good relationships with each other and older children encourage others to join in with activities. Children contribute to ideas for positive friendships, such as, sharing, helping, laughing and cuddling. Snack time is a very social occasion and children talk about being friends. They are very polite

and older children consider each other's feelings. For example, children apologise when they accidentally bump into each other. Children confidently make choices about the activities to be involved in; during adult-led activities they remain until they have completed it to their own satisfaction. For example, during a cooking activity young children develop skills in cracking eggs but then choose to move on to another activity.

The whole environment is well organised to enable children to access resources independently both inside and out. The good range of equipment is regularly checked, cleaned and rotated to safeguard children and promote their development. Daily routines provide good learning opportunities. For example, children use a range of small equipment at the self-service breakfast. They grow their own vegetables and herbs, and enjoy a range of home-made meals which promotes their awareness of healthy eating. Older children know they must wear hats and sunscreen to protect them from the sun and access tissues to wipe their nose. They help themselves to fresh drinking water and babies are provided with regular drinks. Most children wash their hands before eating but this is not closely supervised in all areas, and some children share water and towels, which does not protect them from cross contamination. Children are taught to be safety conscious without being fearful. They regularly take part in practising the emergency evacuation procedures and older children learn to use a range of tools safely, for example, scissors, hole punch, knives and pencil sharpeners. Babies pull themselves up to move around while closely supervised by staff.

Children of all ages access a wide range of books, including information books, atlases and picture dictionaries in different languages. Good discussions with parents ensure staff understand children's starting points. Regular observations and photographs are used to identify children's interests and achievements; these are used to plan for children's next stages of development. However, staff are not consistent throughout the nursery in linking them to the expectations of the learning goals, in order to identify learning priorities for each child. Older children are proud of their development records and enjoy looking at their photographs. Babies and toddlers use all their senses as they explore shaving foam, lentils, flour, treasure baskets and musical toys. All children have a very positive attitude to learning and consequently make good progress.

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?	1
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?	2
How well does the setting work in partnership with parents and others?	1
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?	1
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