

First Steps Nursery at New Park School

Inspection report for early years provision

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Inspector

Janet Taylor

Setting address

New Park Cp School, Skipton Road, HARROGATE, North
Yorkshire, HG1 3HF

Telephone number

01423 522100

Email

joyce.forster7@ntlworld.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 Nursery at New Park School in Harrogate was registered in 2006 is privately owned. It operates from New Park Community Primary School and serves the local community. The nursery is open five days a week, term time only. Children attend for a variety of sessions. The setting opens from 09.00 until 15.30 and provides care for 26 children aged two to five years who are in receipt of nursery funding. The children are based in a classroom within the school building with access to the school library and hall. There is also access to a secure outdoor play area to the rear of the main school building. There are five staff working in the nursery, all of whom hold Level 3 early years qualifications. There are currently 69 children on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Support is available through the nursery special educational needs co-ordinator for children with learning difficulties and/or disabilities. In addition, the nursery provides before and after school care for 21 children, from five to eleven years from 08.00 to 09.00 and 15.15 to 16.00.

Overall effectiveness of the early years provision

Overall the quality of provision at First Steps Nursery is good. The enthusiastic and cohesive leadership ensures the strong team approach in this setting. It is a secure and welcoming environment in which children enjoy their learning and are happy to attend. Children make good progress because of the range of play experiences and the support given by staff during all play activities. There is good support also for children with learning difficulties and/or disabilities. Relationships with parents, through formal and informal means, are a strength of the setting and the capacity for further improvements is good.

What steps need to be taken to improve provision further?

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

- organise the writing and creative areas of nursery, to make the writing and creative areas inviting for children
- ensure that child protection procedures are included in the welcome pack for parents
- ensure that children's developmental profiles are collated and made accessible for parents.

The leadership and management of the early years provision

There is a cohesive nature to this setting brought about by efficient and dedicated leadership. This has endowed a team spirit that ensures all children's needs are met, particularly for those children with learning difficulties and/or disabilities. Staff have clear roles and responsibilities and they are keen to engage in further training

to gain higher qualifications and impact further on good practice. Regular observations of children, detail both the range of play the children engage in and its quality. These feed into the Early Years Foundation Stage profile and give good evidence of progress in charted form. As at the last inspection, however, records of achievement lack good order and are not easily accessible by parents.

Suitability of staff checking procedures are fully in place. Risk assessments cover a very comprehensive range of situations and provide a good foundation for the safety of all children and staff. An impressive range of policies is available and provides a firm framework for all activities. Relationships with parents are a key strength of the setting and parents praise it very highly, 'Fabulous, our child has learning difficulties and the staff are so warm, welcoming and reassuring'. Parents learn about the progress of their child through daily dialogue, information technology and laptop presentations. A learning journal is also positioned for easy access in the cloakroom area and monthly recordings in school-link books give detailed information as to what the child has enjoyed. Weekly celebration assembly with the host school gives another valuable opportunity for parents to learn about the achievements of their child alongside occasional newsletters and information sheets, although parents are not informed about child protection procedures. Through performance management, a promising start has been made on the analysis of the quality and impact of the learning. A review of the resources for learning has also taken place. However, formal self-evaluation has just begun.

The quality and standards of the early years provision

All children, including those with learning difficulties and disabilities, are happy and well-behaved. They are very busy children whose learning experiences are enriched through the continuous guidance of staff who extend their learning through explanation. For example, when children are pouring water through a waterwheel, reasons why it goes round are given in simple terms. The speech of children who have articulation difficulties is sensitively corrected and enlarged upon, coaxing children to higher levels of language use and understanding. Most of the time is devoted to continuous provision through a good range of activities that address all areas of the early learning goals. Although this gives ample scope for children to develop at their own pace, there is not sufficient emphasis on reading, writing and number-linked activities to fully support the learning and development section of the Early Years Foundation Stage framework. Children enjoy their learning experiences and make good progress. They are keen to write and experiment with creative materials when guided to do so, but the writing area is not inviting and is not used independently by children.

Children enjoy using the computer and they have established the language. One child was heard to say 'I am going to load the programme in a minute'. They also enjoy healthy snacks and lunchboxes and have good appetites. Water is available throughout the day and parents provide healthy lunchboxes. The children are prepared for living in a diverse cultural community through doll play of different ethnicity, disabled small world figures, role play, costumes, books, pictures and posters. All the main cultural festivals are also celebrated and the community experience is reinforced by visits from the police, fire brigade and nursing services.

Links with the host school are strong. Nursery children enjoy playing outside with reception children at designated times. They also gain in self-esteem from attendance at celebration assemblies each week, when reward certificates are given to take home.

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

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Annex B: the Childcare Register

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