

# First Steps Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY337006

**Inspection date**

13/10/2009

**Inspector**

Linda Cook

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

First Steps Day Nursery incorporating Big Steps Out of School Club is a privately owned childcare facility, with the present owners taking over the registration in 2006. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated to the rear of Carlton Miniott Business Park just outside Thirsk in North Yorkshire. The nursery offers full day care for babies and children up to five years of age. It is open from 7.30am to 6pm Monday to Friday 51 weeks a year. The out of school club provides before and after school care and holiday care. A morning and afternoon school-run service is provided to and from local schools.

First Steps is registered to provide nursery education for children of eligible age and receives the support of the local authority. There are currently 79 children in the early years age range throughout the setting. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The joint owners who are qualified employ 13 members of staff who work directly with the children, of whom seven hold relevant childcare qualifications and a further five are working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The owners and staff work well together as a team, successfully promoting children's welfare, learning and development through recognising and supporting the uniqueness of each child. Children enjoy their time in the nursery and make good progress towards the early learning goals. Positive relationships with parents are fostered and the learning partnership with parents and other settings continue to be developed. The nursery has introduced a formal system of self-assessment and clear plans for future developments demonstrates a commitment to continuous improvement.

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

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

- continue to develop partnerships with parents to ensure they are fully involved in the children's ongoing learning journey
- further develop partnerships and information sharing systems with other providers where children also attend to ensure continuity in their care, learning and welfare.

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

All the documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, implemented, regularly reviewed and shared with parents. Appropriate checks are carried out to ensure adults working with the children are suitable to do so. The premises are safe and secure and available space is utilised well. Staff have good knowledge of their roles and responsibilities for safeguarding children and access appropriate training. Good use is made of available resources, including staff and external services, to support and extend children's learning and development, particularly for children with additional needs. All staff are supported in their professional development, either to gain a childcare qualification or to access training provided by the local authority to improve their practice and update their knowledge. This ensures children are safeguarded, included, their needs met and their welfare promoted.

The owners have begun to complete the Ofsted self-evaluation form and demonstrates a generally good understanding of the strengths and areas for development. Regular staff meetings are used to evaluate practice and secure improvements. The nursery is also receptive to support and guidance from the local authority consultant and support officer. Recommendations set at the last inspection have been addressed and improvements made have had a positive impact on the outcomes for children. Owners and staff talk with enthusiasm about the development of the outdoor learning environment following a recent successful application for funding. Work completed means that toddlers and pre-school children enjoy free flow opportunities to the outdoors and there are clear plans to provide more outdoor learning opportunities and resources.

Systems are in place for staff to gather good information about children's individual care needs. Staff chat to parents at delivery and collection and written daily diary sheets are provided for young children. This keeps parents well informed of the children's achievements and progress. However, there are no systems in place for parents to routinely contribute to the children's learning records or to suggest how they might continue the children's learning at home. The nursery has good relationships with local schools and they make reciprocal visit to each others settings, aiding smooth transitions for children. However, partnerships with other settings delivering the EYFS which children attend, are not sufficiently developed to ensure consistency of care and learning. Parents state they are very satisfied with the service provided and their children are happy, settled and enjoy their time spent at nursery.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled and participate eagerly and with enjoyment in a safe, welcoming and stimulating environment. They develop positive relationships with staff and are relaxed and confident in their surroundings. They separate well

from parents and soon become engrossed in their chosen activity. Children have good opportunities to develop communication language and literacy as they chat to staff, independently access books and enjoy story times. They see a range of written text and numerals around the setting. This positively supports their understanding that print has meaning. Babies benefit from the very positive interaction of the staff who respond effectively to their sounds and gestures. Children enjoy role play, expressing themselves through the creative area, playing imaginatively with small world resources and exploring a range of natural resources in treasure baskets. They learn to count as part of the daily routines and explore volume and capacity through sand and water play. Access to a computer, interactive and push button toys, provide them with opportunities to explore how things work and increase their understanding of technology, developing skills for the future.

Staff have a secure understanding of the Early Years Foundation Stage and offer a broad range of learning opportunities through the children's play and life experiences. Planning is based on continuous provision and incorporates the six areas of learning which supports children's good progress towards the early learning goals. Regular observations ensure individual children's learning needs and styles are recognised and their next steps planned for to maximise their learning. The stimulating environment which is well resourced indoors and outdoors is organised effectively to be accessible to all children, and develop their independence as they choose activities and select resources. Children's work is displayed promoting pride in their achievements and a sense of belonging.

Children have good self-esteem and behave very well. Staff manage children's behaviour consistently and with sensitivity so that they learn how to behave with care and consideration for others. Children frequently show empathy for others and acts of kindness are evident, such as showing concern for a child who is upset. The key persons and room staff work closely with children so their good health and well-being is effectively promoted. Older children wash and dry their hands independently and understand how doing this before eating protects them from germs. Children's nutrition and dietary needs are effectively met. Snacks usually include fresh fruit and the cook provides nutritious, freshly cooked meals each day. Mealtimes are social occasions enjoyed by the children. The free-flow opportunities to the outdoors ensures children enjoy outdoor play in the fresh air. They use a broad range of resources indoors and outdoors which enable them to develop their physical skills to a good level. Babies have room to crawl and learn to walk as they pull themselves up on sturdy furniture and their individual sleep and feeding patterns are well supported reflecting those of home. Overall, all children have fun, make good progress in their learning and development and gain from their time in the nursery.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

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

Met