

# First Steps Nursery

Inspection report for early years provision

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**Unique reference number**

EY407080

**Inspection date**

02/09/2010

**Inspector**

Anne Mitchell

**Setting address**

First Steps Nursery, 41 Brown Street, SALISBURY, SP1 2AS

**Telephone number**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

First Steps Nursery has been under new management since April 2010 and operates from three playrooms on the ground floor in a former Sunday School building in Salisbury city centre. The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register to care for up to 52 children under the age of eight. The nursery is open each weekday from 8am until 6pm. The nursery closes for two weeks at Christmas and in August, as well as for one week at Easter. There are currently a total of 85 children on roll, all of whom are in the early years age group. Of these, 43 are in receipt of nursery funding. The nursery supports children with Special Educational Needs (SEN) and/or disabilities as well as children for whom English is an additional language. A total of 16 staff work directly with the children. Of these, 15 hold relevant childcare qualifications and one is currently on training. The nursery is a member of the National Day Nurseries association, and is supported by the local authority's early years advisory teacher and development worker.

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

Overall the quality of the provision is good.

Children are settled and confident and making good progress in their learning and development, given their starting points. They demonstrate high levels of confidence and are happy and settled in the nursery. Staff know the children's individual needs well and provide a range of age appropriate activities to help them learn through well planned play activities. Consequently, children of all ages and abilities are effectively challenged and supported. There are secure systems in place to monitor the provision and the committed staff group work well together to continually improve outcomes for children.

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

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

- develop further partnerships with parents and carers to ensure consistency in providing opportunities to be involved in their children's learning and development.

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

There are secure systems in place to ensure children are protected from harm and neglect. Staff have a good knowledge and understanding of safeguarding issues and are able to identify signs and symptoms of possible abuse. They are familiar with the nursery's effective safeguarding procedures and there is a written child

protection policy which is shared with parents from the outset. Clear risk assessments are implemented in all areas of the setting to ensure children are safe and secure as they play. Rigorous recruitment and vetting procedures ensure all adults are suitable to work with children. Good quality resources are stored at low level ensuring that children can make choices in their play. Light, airy rooms display bright posters providing positive images of a diverse society. All areas of the nursery, including the garden are accessible to children of all ages and abilities. Staff are effectively deployed so all children are provided with good level of support. The learning environment helps children make good progress towards the early learning goals. During recent refurbishments the ceilings have been lowered and staff comment on the improved acoustics and brighter environment. New paintwork has also improved the learning environment for both staff and children. Systems to monitor and assess the provision are good. In conjunction with the staff team, new management have completed action plans with completion dates to ensure continuous improvement. Parents views are sought and collated to recognise possible improvements to the setting. Staff demonstrate a commitment to continued training to improve outcomes for children, as well as their personal and professional development. Staff liaise closely with other early years provision the children may attend to ensure a consistent approach to their learning and development. Close partnership working with other professionals ensure that children with additional needs are effectively supported and achieve their full potential. There is a strong and developing partnership with parents and carers. They are provided with good information about the nursery and staff take time to keep them informed of their children's progress informally at the end of the day or at regular meetings.

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

Throughout the nursery, children demonstrate high levels of confidence and most are very settled. There is a good level of interaction between staff and children. Staff participate with enthusiasm in children's play, taking a genuine interest in what they have to say. Children have returned to the nursery after two weeks away, and staff are sensitive to their needs, using reassurance and cuddles to ensure they settle well. There is a peaceful but industrious atmosphere in the nursery and children focus well on their chosen activity. Some enjoy a story, participating with enthusiasm. Another group are engaged in using a 'Beebot' programmable toy. They learn to take turns, and use positional language to determine which direction the 'Beebot' will go. Continuous interaction promotes children's language and vocabulary. A child giggles as a member of staff makes the toy frogs jump from the table. Together they recognise the different colours of the frogs. From an early age, children are becoming familiar with numbers, counting through familiar songs and play. A child counts the dots on card circles saying 'Look its two like me'. Children use a variety of resources to write and make marks with pens on whiteboards and using paint and rollers. They use their imaginations well as they pretend to make 'food' with bricks and puzzle pieces, as well as the play food available. One child becomes very involved as they gently cover the 'baby' with blankets and kisses them goodnight. Babies and toddlers are well cared

for. Staff are caring and affectionate. They interact with babies using language, facial expression and gesture, clapping when the baby achieves, for example. Babies enjoy bubble play and exploring the sand tray at floor level. All children enjoy a good balance of adult planned and child initiated play, both indoors and in the well resourced garden. Toddlers and babies have a soft surfaced area fenced off from the main play area. Children have opportunities to climb and balance jumping from block to block. Children can use watering cans to care for the plants, or can sit quietly to complete puzzles or read books. The quality of planning for individuals, observation and assessment is good. Each child has their own learning journey, providing observations and photographs of their development. Each observation shows the area of learning covered, and any gaps in their learning and development can be planned for in future activities. There are some opportunities for parents to contribute to children's learning journeys by completing brief home observations at home, but this is in the early stages and is not yet consistent. Children feel safe in the secure premises. Through role play, younger children learn about safety. They pretend to drink tea and the member of staff warns 'Careful, it might be hot!'. Children are well supervised indoors and out, and are encouraged to tuck in chairs and pick up toys they have been using. Separate garden areas ensures all age groups can play safely without negative impact on others. Clear policies and procedures are in place to support children's safety. Accidents and existing injuries are recorded and shared with parents and there are effective registration systems in place. Children's health and welfare is promoted effectively. From an early age children learn good hand hygiene routines, washing their hands after a nappy change or using the toilet. Recent refurbishments have provided individual toilet cubicles and low level basins, to provide children with independence and privacy. Drinking water is available at drinking stations in each room to ensure children are well hydrated throughout the day. Children enjoy varied and nutritious home cooked meals each day, as well as healthy snacks. Children are well behaved. Staff are good role models and have a positive approach. They thank children for their achievements and their help. Consequently children are eager to be kind and helpful. Children clean the table tops ready for lunch, and a member of staff thanks them. Children are rewarded with stickers for being helpful. Through activities, children are encouraged to share and take turns. The behaviour management policy is shared with parents from the outset.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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