



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 316452

DfES Number: 512040

INSPECTION DETAILS

Inspection Date	20/07/2004
Inspector Name	William, Peter Stringer

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	First Steps Private Day Nursery
Setting Address	Newall Street Littleborough Lancashire OL15 9DL

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Tina Stafford-Smith and Alan Smith
Address	3 Lake Side Hollingworth Littleborough Lancashire OL15 0DD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

First Steps Day Nursery opened in 1995. It operates from two rooms within a single storey building, with provision for outdoor play. There are also laundry, kitchen and toilet facilities. The nursery is located in the Littleborough district of Rochdale.

There are currently 38 children from 3 months to 5 years old on roll. This includes 4 funded three years and 8 funded four year olds. Children attend a variety of sessions. The setting supports children who have special needs and those children who speak English as an additional language.

The Nursery opens 5 days a week all year round, from 07:30 until 18:00.

One part time and six full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

First Steps Private Day Nursery Provides Good standard of care for children.

The nursery has an appropriate level of qualified and experienced staff through effective recruitment and selection procedures. The staff are well organised, and work well as a team. They work closely with the children to offer individual attention and support.

The staff team ensure that all routines are carried out to ensure the setting presents as a clean and welcoming environment. The children benefit from a wide range of resources and materials which offer stimulation, fun, and age appropriate learning experiences.

Staff work to procedures in order to ensure that children are well cared for both on and off the premises. The senior staff are in the process of further developing formal written risk assessments. There are adequate systems in place to ensure that the

premises are safe at all times, whilst work is to be undertaken to repair the play area fencing. Staff are aware of those children who have additional dietary needs or food allergies as well as those identified as having special needs, and work towards meeting such children's individual needs. All staff and parents have an awareness of the local Child Protection guidance and observe this within the nursery.

Staff provide the children with a balanced and stimulating range of activities which helps children make progress in all areas of their development. All children are included and their individual differences are valued. Staff act as positive role models whilst encouraging and rewarding good behaviour. The anti bullying statement is to be included within the behaviour management policy.

The staff team and parents work together in a close partnership within a climate which observes and respects confidentiality.

What has improved since the last inspection?

Since the last inspection, the registered provider agreed to send a copy of the PIC qualification and evidence of staff qualifications to Ofsted. They also agreed to devise a policy for a lost or uncollected child; revise the Child Protection statement, and set up an incident recording system. These areas have been addressed, improving the quality of care provided for children.

What is being done well?

- The nursery has developed good procedures to ensure that parents are kept well informed of their child's progress.
- Staff provided a variety of stimulating and age appropriate activities and experiences for children.
- Staff work well as a team and demonstrated a commitment to further their skills and knowledge through training.
- Good behaviour is encouraged and valued with staff exercising positive role models.

What needs to be improved?

- security of the play area
- risk assessments
- resources promoting disability
- disability awareness
- anti- bullying policy.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Make safe the outside play area.
6	Further develop written risk assessments.
9	Further enhance resources which reflect and promote positive images of disability.
10	Further develop staff training in disability awareness.
11	Extend the Behaviour Management policy to include anti bullying statement.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

First Steps Private Day Nursery provides good-quality nursery education over all which enables children to make generally good progress towards the early learning goals. Children are making very good progress towards the early learning goals for personal social and emotional development and physical development.

Teaching is generally good and staff have a generally good understanding of the early learning goals. Planning covers all areas of learning. Staff observe and record children's progress but do not yet use this information to inform the planning. They plan opportunities for children to learn through free play and structured activities. Staff use questioning with children to promote learning but it is not always used effectively. There are good quality resources to support all areas of learning. Staff manage children's behaviour well and are good role models for the children.

The leadership and the management of the setting is very good. Regular staff meetings are held which ensure staff are kept fully informed. The manager monitors the provision by observing practice with in the setting and addressing any identified needs through in-house training, including individual meetings. Management are strongly committed to ongoing development of the staff team through training but as some staff are fairly new there has been insufficient time for their training needs to have been met in full.

The partnership with parents and carers is very good. Parents receive good quality information on the setting and are given information on the six areas of learning in the foundation stage. They are kept well informed of their child's progress through daily contact with staff and regular written reports on their child's progress within the nursery. Parents feel staff are approachable and would discuss any concerns with them. Parents are invited to join in with activities e.g. send child's favourite story book to share with friends in nursery.

What is being done well?

- Partnership with parents and carers is very good and parents are kept well informed.
- Management have a strong commitment to the ongoing staff development through training.
- Staff use the local community and the wider environment well to take children on trips that enhance their education.
- Children and staff have good relationships with each other.

What needs to be improved?

- planning
- the opportunities for independent reading for pre-school children.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. Detailed action plans were devised and have been implemented.

Children's development records cover all areas of learning and staff assess against the Stepping Stones in each area, monitoring children's progress but they do not yet use the information to inform the planning.

Planning covers all areas of learning and additionally identifies other areas of learning that may be covered. Improvements in mathematics and language and literacy are evident in the information on the wall and children were observed to be using this to assist in number and letter recognition. Number recognition is supported through games but the overall programme for mathematics needs to be planned in more detail.

Staff have regard to the Special Needs Code of Practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident to select their own activities as they enter nursery. They form good relationships with each other as they play together e.g. in role play. They concentrate well on self-chosen maths activities. Children learn about right and wrong and they are beginning to understand the rules of sharing, supported by staff who help them to negotiate positive outcomes. Children manage their personal needs well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language well to develop ideas in role play. They are learning to recognise letters of the alphabet and beginning to use the information to write words. Older children are able to write their name with most letters correctly formed. They confidently discuss their feelings within the group. They listen well and are able to follow instructions. The access to books in the pre-school book area sometimes restricts independent enjoyment of books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count as part of the daily routine e.g. cups and plates at lunchtime, and through number songs. Staff use correct terms for weighing as they talk about heavier and lighter as they use scales with the children. Children confidently name two-dimensional shapes. Older children are able to sort animals by size. Children create their own patterns with pegs and boards.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many opportunities for learning about their local environment as they go on trips to the local library, park and museum. Children share events in their own lives e.g. information on their families. They are increasingly confident in using the computer but there is no system in place to monitor children's progress. They learn about how things grow as they plant and care for seeds. They are beginning to learn about other peoples cultures e.g. during a visit to China town.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children climb confidently using the outdoor climbing frame. They have a good sense of space as they hop and jump outdoors, taking care to avoid collision. Staff plan opportunities for children to use large and small equipment both on and off the premises. Children are learning to throw with increased control as they are challenged to throw bean bags into the hoops. Children are able to recognise their own personal needs. Children use scissors well as they cut out pictures.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children learn about colour, texture and shape through a wide variety of painting, collage and modelling materials. Craft activities sometimes lack challenge for older children. Children use their imagination well in role play supported by good resources. They build models using three-dimensional shapes, construction and recycled materials. They enjoy music and movement out doors and are introduced to a wide variety of music. Children enjoy singing familiar song e.g. Old MacDonald.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- use the observation of children to inform the planning by identifying the next steps for learning
- develop planning to contain sufficient information to inform teaching
- review the pre-school book area to encourage children to do more independent reading.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.