



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 110168

DfES Number: 513131

### INSPECTION DETAILS

Inspection Date 30/03/2003  
Inspector Name Elizabeth, Claire Price

### SETTING DETAILS

Setting Name First Steps Day Nursery  
Setting Address School Lane  
Yateley  
Hampshire  
GU46 6NW

### REGISTERED PROVIDER DETAILS

Name The Committee of First Steps Nursery

### ORGANISATION DETAILS

Name  
Address

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Yateley School run several childcare provisions on site: First Steps Day Nursery occupies a purpose-built unit with an enclosed outside play area. The nursery was set up in 1993 to care for the children of Yateley School staff. It provides care and education for 52 children aged under five from the school and local community. The nursery is registered for 24 children aged three to five, of whom six three year olds and twelve four year olds are in receipt of nursery education funding. The nursery also accommodates children with special educational needs and English as an additional language. It opens from 8.00 a.m. - 5.00 p.m. Monday to Friday throughout the year. Three staff work with the children, two have early years qualifications and one is undertaking the NVQ level 3. The setting receives support and guidance from the EYDCP. Yateley Centre Playscheme runs in The Yateley Centre every half-term, for two weeks in the summer holidays and four days in the Easter holidays. It provides care for up to 100 children who are aged between 4 - 12 years and in full-time education. The main session runs from 10.00 a.m. - 3.00 p.m. daily, with optional early and late sessions. It offers a range of activities, including swimming. Home From Home Breakfast Club uses the Green Room and Drama Hall. It opens from 7.30 a.m. - 9.00 a.m. and is registered for 32 children. Home From Home After School Club uses the Centre Bar. It opens from 3.00 - 6.00 p.m. and is registered for 40 children. The Home From Home Breakfast and After School Club is registered Monday - Friday term time only and provides care for children aged between 4 - 12 years who are in full-time education. Priority is given to children attending Westfield Infant and Junior Schools and staff collect children from these schools. It is a member of the Kids Club Network. Staff at all provisions have suitable qualifications and are committed to updating knowledge by making use of available training.

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

### How effective is the nursery education?

First Steps Day Nursery offers good quality nursery education. Most children make generally good progress towards the early learning goals in four out of the six areas of learning. The provision for personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world is generally good. However the provision for creative and physical development has significant weaknesses, which results in children having limited opportunities to express themselves. There are significant weaknesses in teaching. Staff have a secure knowledge of the early learning goals, but do not always organise the nursery day to ensure the smooth flow from one activity to the next. This causes children to become disruptive during changes of activity. Planning of the curriculum is in place, but there are missed opportunities for children to access a range of activities in physical and creative play, and extend their vocabulary. There is a good level of support for children with special educational needs and those who have English as an additional language. Leadership and management are generally good. The manager and room leader give support and commitment to the quality of childcare and nursery education through staff meetings and ongoing training. The setting uses an early years consultant to evaluate and give an objective view of the provision and continual evaluation takes place. The staff team are committed to the improvement of care and education and make ongoing changes and alterations to improve. Partnership with parents is generally good. Parents are well informed about the nursery and its routines and activities through newsletters, notices and the handbook. Written reports of children's development are not provided for the parents, but parents receive regular verbal feedback about their child's day at nursery and have good relationships with staff.

### What is being done well?

Children are interested, enthusiastic and approach staff confidently for help or attention. They share toys and resources readily, take turns and co-operate with each other. Children are interested in, and use books throughout the session, both independently and with staff in small groups. Children use the computer with confidence and expertise, in several areas of learning. Children are confident in their independence skills and show a good awareness of basic hygiene. Staff ably support children with special educational needs and English as an additional language.

### What needs to be improved?

o Organisation of the nursery day to ensure smooth transition between activities. o Children's opportunities to access creative activities and physical play. o Staff should ensure that parents receive written information on their child's progress towards the early learning goals.

**What has improved since the last inspection?**

Improvement since the last inspection is generally good. Parents are provided with an informative handbook which includes a parent partnership contract signed by the nursery and the parent. Children have more opportunities to become familiar with their names and use name cards to self register at milk time. The nursery management have invested in a computer for the children's use and they are now confident users. However there are still insufficient opportunities for children to become familiar with problem solving in mathematics and number use in everyday activities.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. Children are interested, enthusiastic and approach staff confidently for help or attention. They share toys and resources readily, take turns and co-operate with each other. They confidently express their needs, and relate well to each other and adults. Some children have established strong bonds with their peers. There are periods during changeovers when children are unsettled and can become disruptive.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. The children are confident in their language skills and initiate conversations with each other and adults. They contribute with enthusiasm their experiences, ideas and feelings. Children have a growing understanding that print carries meaning and use mark making in daily activities. Children are interested in and use books through the session both independently and in small groups with staff.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children make generally good progress in mathematics. Older children are able to count confidently up to and beyond ten and some recognise the written numbers up to nine. Some children are confident in comparing and matching activities. Children use computer games with confidence to gain knowledge of sequencing and number recognition. There are missed opportunities to use simple number and calculations in everyday situations.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children make generally good progress in knowledge and understanding of the world. Children talk confidently about events in their personal lives and are becoming aware of other cultures and traditions. Children are able to self select resources and staff allow for changes in planned activities for example the bugs. Children played enthusiastically with the wide range of construction resources.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
There are significant weaknesses in physical development. The children are confident in their independence skills and show good awareness of basic hygiene. Some children are confident users of a range of large and small equipment e.g. cutlery, pens, pencils, spades, rakes and all are encouraged to pour their own drinks at snack time. Children have limited opportunities to access physical play and use malleable materials within the nursery routine.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
<p>There are significant weaknesses in creative development. Children use their imagination well and actively take part in role play for example telling jokes, using Mobilo and in the 'Doctor's surgery. The child with special educational needs was well supported by the staff and other children. Children lack opportunities to express themselves through music, movement and singing within the nursery routine.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

**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**

o ensure the organisation of the nursery day allows smooth transition between activities; o provide further opportunities for children to access creative activities and physical play; o Staff sharing written information with parents of their child's progress towards the early learning goals.