



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY259683

DfES Number:

INSPECTION DETAILS

Inspection Date	27/10/2003
Inspector Name	Permjit Tanda

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	First Steps Childrens Nursery
Setting Address	67a Compton Road Wolverhampton West Midlands WV3 9QZ

REGISTERED PROVIDER DETAILS

Name	The partnership of First Steps Nursery
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ORGANISATION DETAILS

Name	First Steps Nursery
Address	Stonehouse Lane Quinton Birmingham West Midlands B32 3DX

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 Nursery opened in 2003. It operates from a Georgian town house with five base rooms and two additional play rooms situated in Wolverhampton. There are local shops, a park and schools within walking distance. The nursery serves the local area.

There are currently 32 children from 0 to 5 years on roll. This includes 4 funded 3-year-olds and 5 funded 4-year-olds. Children attend a variety of sessions. The setting currently supports a number of children with special needs. There are no children attending who speak English as an additional language.

The nursery opens five days a week from 07:30 to 18:00 throughout the year with the exception of bank holidays.

11 staff work directly with the children of whom most hold an appropriate early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

First Steps Nursery provides satisfactory care for children. The nursery is appropriately organised with clear routines which help make children feel secure. Although a formal risk assessment is not carried out, staff are deployed effectively and are vigilant about the children's safety. Children learn about the importance of personal hygiene through regular hand washing but staff do not always adopt effective hygiene practices to fully prevent the spread of infection.

Older children are provided with a good range of planned activities and meaningful play experiences to help them make progress in all areas of development. Younger children especially enjoy books, action songs and make good use of a wide range of art materials. Staff provide an inviting environment but babies and younger children do not have sufficient opportunities to extend their imagination and learning and

have limited access to outdoor play. The nursery provides a nutritious meal at a set time and therefore some babies are not fed in accordance to their individual needs. Fresh drinking water is not always made regularly available throughout the day.

Children respond well to behaviour boundaries and staff use effective strategies to manage their behaviour.

Staff work well with parents and information is shared daily through contact and written records. Parents are kept well informed through detailed policies which are made easily accessible. The record of accidents lacks some detail however all other required documentation is in place. Most staff have an understanding of policies and procedures. There are regular staff meetings and the process for a formal staff induction and regular supervision is under review.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

What is being done well?

- Staff work well with the older children. They organise the day well to ensure children especially increase their independence and confidence. They provide interesting activities for children to investigate the natural environment and use their senses to explore. Staff have worked hard to promote an interest in numbers and counting which children enjoy.
- Staff manage the children well and have high expectations of behaviour. Staff are positive and help children understand what is expected of them. Staff are consistent in their approach and children respond well to behaviour boundaries.
- The setting provides good information about the provision. There is a well detailed prospectus and written policies and procedures which are clear and up-to-date. Staff have a warm approach and children and their parents are made welcome. Children easily separate from their parents and settle into activities.
- The proprietor and manager work well together. They are committed to improving care and education for all children. The nursery has recently changed ownership and some positive changes have taken place in the use of the environment indoors and outdoors. The areas are inviting, interesting and meet the needs of the children well. The management team effectively assesses its own strengths and weaknesses and is working towards an approved quality assurance scheme.

What needs to be improved?

- the system for planning and implementing a suitable range of activities for babies and young children ensuring they have regular opportunities for imaginative and outdoor play and that activities are appropriate to their

individual learning needs

- the risk assessments carried out to include an action plan and timescales to ensure identified risks are monitored and reduced effectively
- hygiene practices for nappy changing for older children when they access the toilet on their own
- the written documentation for the recording of accidents to ensure the detail of injury is included in full
- the access to fresh drinking water throughout the day and the system for sharing information about the children's special dietary requirements to ensure all staff are made aware
- the feeding of all babies to ensure it takes place in accordance to their individual needs and not as part of the nursery routine
- the staff's knowledge of child protection issues.

Outcome of the inspection

Satisfactory

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
3	Devise a system for planning a suitable range of activities for babies and younger children, which are appropriate for their stage of development and based on their individual learning needs.
6	Formalise the risk assessment to include an action plan and timescales to minimise identified risks.
7	Ensure good hygiene practices are adopted at all times to prevent the spread of infection.
7	Ensure all accidents are recorded in full.
8	Ensure fresh drinking water is available at all times and ensure all staff are made aware of the children's special dietary needs including babies individual routines.

13	Develop staff's knowledge and understanding of child protection issues.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

First Steps Nursery offers good quality education, which helps children make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development, knowledge and understanding of the world and in physical and creative development.

Teaching is generally good; staff have a secure knowledge of the foundation stage and how to help children make progress. They carry out clear planning which includes all of the six areas of learning and provides a good range of stimulating practical activities for children. Staff provide an inviting environment and spend much of their time working with the children. Staff achieve a good balance of providing support and allowing a level of independence for the younger children. Older children show an increased independence but are not always sufficiently challenged in some areas of development. Staff use positive strategies and help children understand behaviour expectations.

Assessment of the children's learning is systematic and is clearly linked to the early learning goals. However, at present, staff do not use them to plan for children's individual learning needs and therefore do not always provide sufficient challenge for the older children. Staff support children with identified special needs well and there are systems in place to help them to make progress. Currently there are no children who speak English as an additional language attending the setting, although there are effective systems in place to provide support.

Leadership and management is generally good. There has been a recent change in ownership and management of the nursery and both are committed to extending the quality of the provision. There are effective systems in place to monitor the education in the nursery.

The partnership with parents is generally good. Parents are well informed about the nursery and their children's progress.

What is being done well?

- There are good opportunities for children to increase their self help skills and meal times are organised well to help children be independent. Children interact and talk in groups, they negotiate during play and enjoy sharing their experiences during daily discussion time.
- Children enjoy a range of stories and picture books. They are learning to describe settings, events and characters from their favourite stories. They use props effectively and are learning to express real and imagined experiences, ideas and feelings.

- Children cope well with change. They benefit from a supportive, well-established routine. Children understand and respond well to the high expectations of behaviour in the setting.
- Good quality information about the provision is provided for parents. They are well informed about their child's achievements and progress. Parents are encouraged to become involved in their children's learning through regular homework tasks.

What needs to be improved?

- the use of assessments to plan for children's individual learning needs and to ensure older children are sufficiently challenged in all areas learning
- opportunities to compare numbers and the use of calculation through practical and daily routine
- opportunities to use writing for a range of purposes during play.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show a sense of belonging and adapt well to changes. Children show high levels of involvement in activities and demonstrate an increased independence in selecting activities and self help skills. They show concern for others and express their feelings appropriately with an awareness of set behaviour boundaries. Children show initiative, learn to negotiate and manage tasks independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently interact and talk in groups. Children are beginning to use more complex sentences and use a wide range of words to express thoughts and elaborate on ideas. They respond well to stories and learn to describe story settings and characters. They are learning that print carries meaning. Older children write their names and copy familiar words but do not always use writing for a variety of purposes during play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting through the use of action number rhymes and the creation of familiar characters. Children show an interest in solving number problems during singing but show little understanding of number comparison and calculation. Children are involved in a variety of practical activities to compare shape and size. Children are beginning to sequence and recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in exploring living things and natural objects to find out more about them. They observe changes in the environment through the use of a weather chart. Children learn to use simple programmes on the computer. They independently build and construct with a range of material to create their own models. They recall past and present events and are aware of some other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing spatial awareness, they move confidently and safely. They use a range of large and small equipment with increased skill and confidence. They are learning to co-ordinate their body and to create intended shape through music and movement. Children show they have an understanding of personal hygiene and healthy eating. Children independently use tools to build and make models.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Most children easily differentiate between colours and are beginning to explore texture and shape. They respond in a variety of ways to what they see, hear and touch and communicate their own ideas through a good range of art materials. Children use their imagination during role play and use expression through dance and movement. Children show an interest in music and enjoy using percussion instruments.</p>	

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

- ensure assessments link to planning to meet the needs of individual children and to provide challenge for older children
- provide increased opportunities for children to compare numbers and use calculation through practical activities and daily routine
- provide increased opportunities for children to use writing for a range of purpose during play.

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.