



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY289832

DfES Number:

INSPECTION DETAILS

Inspection Date	28/06/2004
Inspector Name	Jane Elizabeth Chappell

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	First Steps Day Nursery
Setting Address	26 Church Road Croydon Surrey CR0 1SB

REGISTERED PROVIDER DETAILS

Name	Mrs Farat Khan
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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 Ltd has been registered to care for children since February 2004.

The nursery is in central Croydon, and operates from a two storey renovated Chapel, with outside playspace. The building is divided into three group rooms which cater for babies, toddlers and pre-school aged children. There is a kitchen, an office and separate staff toilet facilities.

There are currently 38 children on roll. This includes one funded three year old and two funded four year olds. Children attend for a variety of sessions. The setting currently supports 1 child with special needs. There are no children attending who speak English as an additional language.

The setting is open from 08:00 to 18:00, Monday to Friday, all year round, with the exception of 2 days per year for staff training.

Seven full-time staff work with the children. Half the staff have early years qualifications to NVQ level three. Two staff are currently working toward 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 Day Nursery provides satisfactory care for children.

The premises are warm and welcoming with children's art work and photographs labelled and displayed throughout. There is an outdoor area that is used on a daily basis by most of the children. Each room has a weekly plan of activities appropriate to the age range of the children. Resources are easily accessed by the children in the baby room, but this is not consistent throughout the nursery. There is a lack of toys and equipment that promote equality of opportunity and anti-discriminatory practice. Staff carry out observations of individual children and use these to support

planning.

Staff relate well with the children and they are mostly responsive to their needs. Children are supervised at all times and health and safety matters are satisfactory. A member of staff in each room has an up to date first aid certificate. Behaviour management is not consistent within the three rooms. The children in the toddler and pre-school rooms were at times observed to be wondering around unchallenged. In the baby room the children were supported with positive praise.

The key worker system is effective and enables staff to establish relationships with children and parents. The organisation of mealtime was not seen to support all of the children. There is a commitment to staff training with most staff qualified, or working toward a qualification. Most documentation is in place.

Partnership with parents is a strength of the service. They are given good information on how the setting runs. Their views on how they wish their children to be cared for are welcomed and respected. Parents evenings are held twice yearly, giving parents the opportunity to discuss their child.

What has improved since the last inspection?

Not applicable

What is being done well?

- Provision for the babies is good. Staff give good attention to meeting individual needs for eating and sleeping and to exchange information with parents. They plan activities well to give the babies interesting sensory experiences.
- Children's artwork is labelled and displayed throughout the nursery. This gives the children a sense of ownership and value in their activities.

What needs to be improved?

- the recording of children and staff arrival and departure times
- talking and listening to the children to develop their language and imagination
- the organisation at mealtimes
- the range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
- the procedures for behaviour management, ensuring that all staff understand and implement these policies consistently.

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
2	Record in the daily register, the arrival and departure time of staff and children.
3	Spend more time talking and listening to children, to develop their language and imagination.
8	Organise mealtimes so that a member of staff can support each table of children.
9	Ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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 education where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff know children well and have good relationships with them. Behaviour is generally good with children showing respect to each other, however staff are not consistent in behaviour management.

Staff plan an interesting and appropriate range of activities children's assessments are used to inform planning. Planning now needs extending to include learning outcomes and next stage of development. Children are curious, take risks and explore within the environment, staff encourage children to think for themselves. However free art and malleable materials are limited, spontaneous counting was not supported, books are not read to children upon request and resources to promote IT and equality issues need extending. Resources are organised well with clear labels and text for children to identify and select. Staff have create a welcoming environment.

Leadership and Management is generally good. The staff team have good relationships but need guidance on supporting each other and working more closely as part of a team. The manager has a very hands on approach with clear expectations of staff. Staff receive regular supervision appear confident in discussing their development and attend training on a regular basis. The nursery has developed good links with Early Years Development Childcare Partnerships.

Partnership with parents is a particular strength of the nursery. The nursery works effectively with parents. Policies are readily available good displays enable parents to access information on the early learning goals and daily routines and curriculum plans are displayed in each room. Parents receive written information on topics covered to support children's learning at home and attend meetings on children's progress.

What is being done well?

- Children participate well at chosen activity they are encouraged to share, take turns and be kind and polite to each other.
- Staff have good relationships with children. They show respect to the children by thanking them for their contributions. They encourage children to think for themselves by questioning to extend learning.
- Staff have attended a wide range of training opportunities and are committed to improvement of the educational programme.
- Partnership with parents is a particular strength of the nursery with good quality information provided.

What needs to be improved?
<ul style="list-style-type: none">● Procedures for behaviour management and team building.● The range of resources that promote equality of opportunity and anti-discriminatory practice.● Resources to promote children's learning in IT● Extend planning to include learning outcomes and next stage of development and more opportunities for children to scribe in role play, free art and malleable materials.● Responding to children's individual needs in counting and the reading of story books.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident in expressing their needs, ideas and views. They share home experiences and special occasions with staff. They relate well to each other and adults. They are happy to share, take turns and are generally polite and considerate to each other. However, behaviour management is not always sufficiently challenged by staff. Children enjoy focused activities and independently select resources of their choice.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are very confident speakers. They use language to express their thoughts and experiences. They enjoy looking at books and use books to locate information. Good use is made of labels to enable children to understand that text carries meaning; however, too few opportunities are provided for children to scribe in role play. Many children recognise their own name, with older children beginning to write these correctly with well-formed letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The majority of children are able to say and use numbers 1-10, with older children counting beyond. Lots of positional language is used in role play. They are aware of weight and capacity in water and sand play. Children stated that the tea pot was heavy because it had lots of water in it. Children are able to monitor the height and progress of seeds they had planted. They name basic shapes and recognise these in everyday play. Staff need to support children's spontaneous counting.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Opportunities are available for children to explore and investigate through focused activities such as growing and planting. Children grow seeds and monitor progress. They enjoy constructing with a range of resources. Discussions take place on past and present events; children discussed a trip to the London Transport Museum and referred to photo displays. Resources and activities to promote culture and IT need to be extended. Children also benefit from French lessons learning everyday words.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are set challenges to promote physical development. They use wheeled toys and enjoy ball games in the garden. They have access to a range of small tools, such as pens, chalks and scissors to promote fine motor skills. They show a good awareness of the importance of keeping healthy by applying sun cream to their skin. Limited opportunities are provided in the use of malleable materials.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy singing a range of rhymes and songs and explore music and musical instruments. They use their imaginations in role play and enjoy dressing up and putting dolls and teddies to bed when they were unwell. Focus craft activities are provided daily where children explore texture, colour and shape. Insufficient opportunities are provided for children to enjoy free art and malleable materials to express their own ideas and feelings.	
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

- Procedures in behaviour management, ensuring that staff are consistent in approach and implement this policy and team building to ensure staff work together and are supportive of each other.
- Extend planning and assessments to include learning outcomes and next stage of children learning and more opportunities for children to scribe in role play, free art, IT resources and in the use of malleable materials. Also resources around equality of opportunity and anti-discriminatory practice.
- Staff awareness of the importance of responding to children's individual needs particularly around counting and the reading of books.

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.