



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN** 142796

**DfES Number:** 510894

### **INSPECTION DETAILS**

Inspection Date	27/07/2004
Inspector Name	Rachael Williams

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	First Steps Day Nursery
Setting Address	44 Compton Road Shepton Mallet Somerset BA4 5QT

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Elaine Garland
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## 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

First Steps Day Nursery is based in a large detached house in Shepton Mallet. It opened in 1993. Children attend for a variety of sessions from the local area and surrounding villages.

Non-mobile babies are cared for on the first floor and are moved downstairs into the toddler room as appropriate. The main nursery is on the ground floor and caters for children from two years until entry into the pre-school. An additional building in the grounds of the house caters for children from three to five years in a pre-school environment between approx 08:30 and 17:30 and is also used as a before and after school provision for children aged 4 to 8 years.

The nursery currently has 104 children on roll from birth to eight years. At present there are 31 funded four-year-olds and seven funded three-year-olds. The nursery supports children with special educational needs. There are currently no children with English as an additional language.

The nursery opens during the week all year round from 08:00 until 18:00.

Twelve members of staff support the children. Each supervisor has a level three or equivalent qualification in early years. The supervisors are supported by six staff who have level three early years qualifications, two who have level two qualifications and one unqualified assistant.

The nursery receives support from the Early Years Development and Childcare Partnership, an advisory teacher and a mentor from a local school.

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

### How effective is the nursery education?

First Steps Day Nursery offers very good quality nursery education for the funded children. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff are experienced early years practitioners and are well-qualified. They have good knowledge of the Foundation Stage and their children and plan interesting and relevant activities for them. Observations are used well to influence future planning so that children are sufficiently challenged. There is good one to one interaction for children who need support or who need to be extended in their activities. Good provision has been established for children with special needs. Staff are confident to identify and assess children's individual needs. Elaborate planning shows a good balance of activities. However planned opportunities for children to develop combining and separating skills are limited. Assessments are carried out regularly and, on the whole, show how children progress towards the early learning goals. However communication, language and literacy does not show this progression and information and communication technology is omitted.

Leadership and management is very good. Staff are very supportive and good team spirit has been established. The manager ensures there is good communication between staff, the advisory teacher and mentor from a local school. Teaching strategies are monitored and there is sharing of good practices and dissemination from regular training. Staff are excellent at monitoring provision for the children ensuring that improvements are regularly made and evaluated.

Partnership with parents is very good. Good relationships have been established. Children's progression and achievements are regularly shared with parents through parent's evenings and sharing observations. Good use is made of the nursery/home record book to share reading experiences. Parents are encouraged to use Ask Me slips to obtain further information.

### What is being done well?

- Children make very good use of the well organised room. They select activities independently and remain involved with them for long periods of time.
- Excellent relationships have been established. Through clear routines and consistency in strategies used children are well behaved.
- Children communicate well. They are confident to share experiences and initiate conversations. They are articulate and use relevant vocabulary well to describe experiences, for example when discussing their holidays.
- Children move confidently, for example when jumping across the steps. Children show good coordination when kicking a ball accurately and

bouncing on the hoppers.

- Staff are experienced, qualified and managed well. They have good knowledge of the Foundation Stage and how children progress towards the early learning goals.
- There is excellent support for children with special needs with good communication between all relevant parties. Good one to one support is offered for children needing support, and also for those who need to be extended in their activities.
- Good relationships have been established with the parents. Progression and achievements are shared regularly and good use is made of the observation book. Parents are encouraged to share what they know about their children and to be involved in their learning through a well used nursery/home book and 'ask me' slips.

#### **What needs to be improved?**

- planning to show opportunities for children to develop skills in combining and separating groups and to use this knowledge in problem solving
- assessments for communication, language and literacy to show how children are progressing towards the early learning goals.

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

Since the last inspection First Steps Day Nursery have made very good progress.

At the last inspection assessments did not show progression towards the 'desirable outcomes'. Assessments have been successfully amended to show how children are progressing towards the early learning goals for each area of learning. Assessments for 'communication, language and literacy' do not show this progression and information and communication technology has been omitted.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are very confident sharing their work enthusiastically. They are keen to enter the setting and select activities independently. Children are keen to learn and occupy themselves with activities with sustained interest. Excellent relationships have been established and through clear routines and the effective use of appropriate strategies children's behaviour is excellent. Children are excellent at tidying up. Older children are beginning to dress and undress independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate confidently and are articulate in their speech. Children initiate conversations and use appropriate vocabulary. Instructions are followed well, for example when playing hide and seek. A phonic scheme is used well to encourage children to identify which letters represent some sounds, for example children recognise the letters in their name. Older children are able to write their names independently and show increasing pencil control.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident to use numbers in their play, for example counting to 10 in a game of hide and seek. Children are able to count objects to 12 giving each the correct number name as they point to them. Children use the language of time well, for example days of the week, months of the year and the seasons. Children recognise flat shapes well using them in their creations.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are given excellent opportunities to investigate, for example the rain and temperature. Children use vocabulary and their senses appropriately to describe their experiences. The life cycle of a caterpillar is explored well through hands-on experiences. The computer is used well and children are able to complete a programme independently. Children are good at sharing their experiences, for example discussing their past holiday experience supported by Benjamin Bear.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently in a variety of ways, for example when jumping across the steps, jumping off and landing appropriately. Small and large equipment is used well, for example children kick a ball with accuracy and bounce on the hoppers showing good coordination. Children use space well, for example when cuddling under the blankets to keep warm. Children use movements such as pinching and releasing well to create patterns with the seeds and pegs.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children recognise colours and use them appropriately when colouring in pictures of animals. Children participate in singing enthusiastically and add rhythm by patting their knees to accompany the tune. Children play imaginatively and use props to support their role play such as using beads to represent milk for the baby's bottle. Good use is made of large boxes to encourage children to develop imaginatively.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following:
- planning to show opportunities for children to combine and separate groups of objects and to use this knowledge to problem solve effectively
- ensure assessments for communication, language and literacy show how children progress towards the early learning goals.

*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.*