



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 120033

**DfES Number:** 581422

### **INSPECTION DETAILS**

Inspection Date	22/10/2003
Inspector Name	Joanna, Kirsten Scott

### **SETTING DETAILS**

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	First Steps Day Nursery
Setting Address	Guildford Road Chertsey Surrey KT16 0PZ

### **REGISTERED PROVIDER DETAILS**

Name	Mrs. Joyce Linton Winson-Smith
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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 Day Nursery opened in 1991. It operates from a separate unit within the grounds of St Peters Hospital in Chertsey. There are five areas, with additional rooms available for messy play and soft play. The nursery serves the employees of the hospital trust, as well as some external families. Children have access to outside play.

The day nursery is registered to provide care for eighty one children aged three months to five years, with no more than twenty seven under two years. This includes ten funded three year olds and one funded four year old. Children attend for a variety of sessions. There are currently two children attending who have special needs, and one who speaks English as an additional language.

The group opens five days a week all year except for Christmas and bank holidays. Sessions are from 07:00 hours to 18:00 hours.

Four part time and twenty full time staff work with the children. Eighteen hold an early years qualification. Three are currently on training programs and two are due to start. The setting receives support from a mentor from the Early Years Childcare Service (EYCS).

### How good is the Day Care?

First Steps Day Nursery provides satisfactory care for children aged from three months to eight years.

Management ensure that staff are suitably qualified and experienced, and is pro-active in maintaining training. Staff work as a team and are confident in their roles and responsibilities. The group run a key worker system, and oversee the care of specific children. Children are grouped according to age, and in addition to base rooms they have access to additional areas for messy play and soft play. There are separate gardens available for outdoor play. There is a wide range of well maintained toys accessible. Most policies and procedures are in place and

understood by staff. Documentation is in place.

Staff are aware of safety issues, and take steps to minimize risks. Health and hygiene is promoted within the nursery. Pre-cooked food is provided, and staff take into account the children's dietary needs. Although they have a clear understanding of child protection the policy is not an accurate reflection of practice.

Where children are cared for in groups larger than recommended, they have regular opportunities to play and learn in smaller numbers. The children are confident and settled in their surroundings. Activities are planned to help the children progress in all areas of learning, however, there are missed opportunities to promote equal opportunities. Staff have a good understanding of special needs. The children relate well to the adults and their peers within the group. Staff have a consistent and positive approach to behaviour management, and the children confident and co-operative.

A positive partnership with parents is promoted, the nursery provides daily information about the children's activities.

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

At the previous inspection the provider was asked to ensure a low level opening window did not present a risk to children. The low level opening window in the hall has had a catch fitted to restrict opening but allow ventilation.

#### **What is being done well?**

- The day to day operation of the group runs smoothly, staff understand their roles in providing care to the children.
- The staff interact warmly with the children, who are confident and well settled.
- The premises offers space for children to play and develop.
- There is a wide range of toys and equipment to meet the needs of the children.
- The staff are aware of safety issues and take steps to make the environment safe for the children.
- Staff have a good understanding of special needs, and work together to meet the needs of individual children in their care.

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

- children's awareness of other cultures
- review and update policies, specifically child protection and complaints, to ensure they are in line with practice
- the medication record to acknowledge that parents know when medication is given to their children.

**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
9	develop the children's awareness of other cultures by providing more opportunities for them to have access to everyday practical activities that reflect their environment.
14	review and update the child protection procedure for the nursery to ensure that it complies with local Area Child Protection Committee (ACPC) procedures and is a reflection of practice
14	review and update the complaints procedure to ensure that it is a reflection of practice
14	keep a written record, signed by parents, acknowledging medicines given to children

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

### **How effective is the nursery education?**

The provision for nursery education at First Steps Day Nursery at St Peter's Hospital is acceptable and of good quality. Children are making very good progress in physical development and creative development. They are making generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff are gaining confidence in their knowledge and understanding of the stepping stones towards the early learning goals. They plan a broad range of activities indoors and outside that are linked to all six areas of learning. Children who may have special needs are supported well. Parents, advisors and staff work together as a team to help these children progress. Staff manage children's behaviour well overall. Children are provided with stimulating learning opportunities although those children who are older or more able are not always fully challenged. Staff have recently adopted a new system of assessment and record keeping which is currently being developed. Staff do not track children's use of Information Technology sufficiently.

The leadership and management of the day nursery is generally good. The manager is fully committed to the continuing development of the setting and the care and education for all children. She takes an active role in supporting staff and children. She sets aside time for staff meetings and encourages staff to attend training to promote their professional development. Monitoring and evaluating the provision for nursery education is generally good although the needs of older and more able children have not been fully recognised.

The partnership with parents and carers is generally good. Useful information about the setting and its provision is provided. Parents are warmly welcomed into the nursery to liaise with staff and they take part in fundraising activities. Parents provide useful information about the needs of their children but they are not asked to describe their home cultures and customs.

### **What is being done well?**

- Most aspects of children's personal, social and emotional development are well supported in the nursery. Staff are sensitive to children's needs when they join the group. They successfully promote independence and good social skills.
- Children's physical development is promoted well in the nursery. Staff provide a good range of indoor and outdoor activities and they take part in games enthusiastically to foster children's skills particularly in throwing and catching.
- Worthwhile art and craft activities are used well to promote children's creative development. Staff value children's own work and encourage them to express their thoughts and ideas.

**What needs to be improved?**

- grouping for some activities to make better use of time and to strengthen the development of children's listening skills;
- staff's knowledge of the cultural background of every child in the group which is not fully acknowledged in the programme;
- planning, particularly for some aspects of mathematics and communication, language and literacy which do not always provide sufficient challenge for the older or more able children;
- tracking of each child's use of information technology.

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

At the last inspection staff agreed to provide a wider range of books. Children now have access to an extensive range of reading materials arranged in a comfortable reading area. Staff agreed to provide opportunities for children to solve problems using mathematics in practical activities. Staff have obtained some useful games and resources to use in problem solving. they work with the children effectively to encourage them to apply their increasing knowledge of number to solve problems. These two key issues have been effectively addressed.

Staff agreed to display the letters of the alphabet and numerals in the room. Both letters and numerals are now displayed but at a height which is well above children's eyeline. This limits the usefulness of these displays and staff intend to reposition them accordingly.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children are gaining independence and self confidence. Staff help children to part from their parents and carers sensitively. Games and daily routines are used well to teach the children to co-operate, share and take turns. The children get along well together their behaviour is generally good. A good range of cultural activities is included in the provision but insufficient respect is shown for the cultural background of every member of the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Staff extend children's vocabulary well enabling them to express their thoughts and ideas. Children are beginning to recognise the letters of the alphabet by their shape and sound. There are good opportunities for mark making in imaginative play. Clearly printed labels and a good range of books promote understanding that print carries meaning. Children are gaining acceptable listening skills. The programme does not fully challenge the older or more able children.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Many children recognise numbers up to six and beyond. They say and use numbers in familiar contexts. They confidently sort toys for colour, shape and size. They are gaining an understanding of position and quantity through planned activities and daily routines. Staff provide opportunities for problem solving. There is a lack of challenge in some activities for older or more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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There are worthwhile opportunities for children to explore materials and objects. Theme work, books and observations of pets teach children the characteristics of living things. There are ample resources for construction and children know how to put things together. Discussions and topic work enable children to think about and relate past events. No note is made of children's use of information technology to support their learning.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children move confidently and safely around the indoor and outdoor areas. They show a good awareness of space and each other and rarely collide. They are gaining confidence, skill and accuracy in throwing and catching small and large balls. Children's manipulative skills are developing well through frequent use of puzzles, construction toys and threading materials. They show increasing dexterity when pouring drinks and using cutlery at mealtimes.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Staff provide an interesting and varied range of natural and man made materials for the children to use in their craft work. Children produce their own art work without over direction from the staff. Music and movement activities are included in the programme often and children sing with enjoyment. They know some songs by heart and have access to a good range of musical instruments. Planned activities appeal to all of the children's senses. Role play is well supported in the nursery.</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 that children are grouped appropriately to make good use of time and to support them fully in developing their listing skills;
- ensure that staff know about and acknowledge the cultural background of every child in the group;
- ensure that planned activities provide sufficient challenge for older and more able children particularly in relation to communication, language and literacy and mathematics;
- ensure that all children make good use of information technology to support their learning.

*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.*