



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 120034

DfES Number: 548355

### INSPECTION DETAILS

Inspection Date 15/10/2003  
Inspector Name Michelle Julie Gutcher

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name First Steps Nursery  
Setting Address Ashford Hospital, London Road  
Ashford  
Middlesex  
TW15 3AA

### REGISTERED PROVIDER DETAILS

Name Ashford & St Peters NHS Trust

### ORGANISATION DETAILS

Name Ashford & St Peters NHS Trust  
Address First Steps Nursery  
Ashford Hospital, London Road  
Ashford  
Middlesex  
TW15 3AA

## 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 is a work place nursery. It is run by Ashford and St. Peter's National Health Service Trust. It is a single storey, self contained unit in the grounds of Ashford Hospital on the London Road in Ashford, Middlesex. It has an enclosed outside play area. The general times of operation are 08:00 hours to 18:00 hours Mondays to Fridays throughout the year. Six spaces are available for children to be cared for from 07:00 hours. Ashford and St. Peter's Hospital N.H.S. employees have priority over other users. Members of staff have suitable qualifications and are committed to updating skills and knowledge by making use of available training. The nursery is in receipt of funded three and four year olds. There are currently seven three year olds on roll. There are several children on roll who have special educational needs. A small number of funded and non funded children have English as an additional language or hear other languages spoken at home.

### How good is the Day Care?

First Steps Day Nursery provides satisfactory care.

The nursery provides a bright and welcoming environment where the children feel secure. There are currently three senior members of staff who are able to work where required however not this is not always effective. Staff are aware of safety issues and follow practices to safeguard the children. Staff develop positive relationships with the children however not all individual needs are being met. In some rooms the information recorded about the children's development is limited. There are good procedures in place to recruit staff although not all new members of staff have been fully inducted. The nursery is purpose built and provides a selection of appropriate furniture, equipment and play materials. Adequate heating is available in most areas.

Generally staff are active in promoting appropriate health and hygiene practices. They have an understanding and encourage safety within the nursery, however not all the required information is recorded. Most staff have completed child protection training and are aware of appropriate procedures to follow to safeguard a child.

Healthy and nutritious meals are provided and dietary requirements are met. Most of children's needs are being met however there are some staff who are not fully aware of specific individual needs.

A range of play opportunities are provided and are utilised effectively by the staff. The children are able to access toys freely which enables them to feel happy and settled. Toys and resources are available which promote diversity. Staff have adopted a positive approach towards behaviour management, however this is not always followed in a consistent way.

Detailed written information about the nursery is available for the parents and staff. Staff verbally share information on a regular basis. Information is written daily for the parents about the children's day at nursery. Some rooms provide limited information.

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

not applicable

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

- Children are safeguarded as police clearances are in place before staff work in the nursery.
- A wide range of play activities and resources are available throughout the nursery. Children are free to play with an activity of their choice.
- Children are valued as staff show them that they care and are interested in them.
- Children's development is recognized and planning is devised around the needs of the children in the 12 months- two year old room and the three-five year old room.
- Resources in the nursery promote diversity which helps the children to be respectful of peoples' differences in our society.
- Most staff have completed child protection training and are aware of appropriate procedures to follow in order to safeguard a child from abuse.

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

- the recording of medication
- the recording of individual child development
- the behaviour management skills of staff
- staff knowledge and understanding of children's individual needs
- the recording of incidents
- the room temperature

- the procedures for the induction of staff
- the use of supernumary staff in the baby room.

### 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	Ensure new members of staff undergo a full induction procedure.
2	Ensure effective use of supernumery staff to meet the individual needs of children aged 0-12 months
3	Review the recording of the children's development in the 0-12 months room and the 2-3 years room in order to aid planning of activities and to meet the individual needs of the children.
4	Ensure appropriate room temperature is maintained at all times through out the nursery.
7	Ensure incident book details all relevant information.
7	Review the practice for administration of all medication including long term creams/ointments.
9	Develop staff knowledge and understanding of children's cultures, customs and religious beliefs.
10	Develop staff awareness, understanding and recording of children's individual special needs.
11	Ensure staff use a consistent approach to behaviour management.

## 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 Ashford Hospital is acceptable and of good quality. Children are making very good progress towards the early learning goals in communication, language and literacy, 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 show their understanding of the stepping stones towards the early learning goals in their planning and teaching. They plan a broad range of activities indoors and outside that are linked to all six areas of learning. They take into account the age of the children and any special needs that they may have. Staff devise purposeful play activities as a basis for their teaching making generally good use of the resources and space. They manage children's behaviour very well. They observe and make notes of children's progress to use as a basis for planning. Most aspects of the curriculum are well supported in the programme although there is insufficient emphasis on some areas of mathematics. Staff do not promote the use of IT sufficiently to support children's learning.

The leadership and management of the day nursery is generally good. The manager is strongly committed to ongoing training. She encourages staff to work together as a team in the planning and teaching of the programme. She has a hands on approach to running the nursery which gives her a clear understanding of the work that is taking place in the Bluebells room. The manager has not ensured that staff are fully aware of information given by parents regarding children's home languages, cultures and customs.

The partnership with parents and carers is generally good. Useful information about the setting and its provision is provided through displayed plans, newsletters and notices. Parents are actively encouraged to be involved in children's learning and staff make them aware of children's progress.

### What is being done well?

- Most aspects of children's personal, social and emotional development are well supported in the nursery. The children are gaining independence and good social skills. They are polite and well behaved.
- The development of children's communication skills is very good. Staff introduce and explain new words. They speak clearly to the children and listen carefully to what they say. The children are gaining confidence and fluency in their speech.
- Children's physical skills are promoted effectively through a good range of indoor and outdoor activities.

- Children's creative development is nurtured through stimulating activities and sensitive teaching. Staff value children's own work and encourage them to express their own ideas.

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

- staff's knowledge of the home languages, cultures and customs of children who are learning English as an additional language or who hear another language spoken at home
- the programme of activities which does not include festivals or celebrations that acknowledge the background of every child in the group
- the programme for mathematical development which does not include sufficient activities to introduce the ideas of addition, subtraction and problem solving
- opportunities for children to use information technology to support their learning.

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

not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their personal, social and emotional development. They are confident, enthusiastic and eager to learn. They enjoy good relationships with staff and are forming friendships with other children. They share their toys and happily take turns at being monitor for the day. They are gaining independence in dressing, washing their hands and pouring drinks. Staff do not acknowledge the cultures and customs of every member of the group.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication, language and literacy. Staff engage the children in conversation and extend their vocabulary well. Sounds and letters are linked effectively and there are many clearly displayed examples of print around the room. Children recognise their first names and some are beginning to make attempts at writing them unaided. Early writing is encouraged in imaginative play. The children listen well to carefully chosen stories.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. Staff and children say and use numbers in practical activities such as identifying figures for the date each day. Shapes and sizes are discussed in 'shape of the week' activities. Staff take every opportunity to teach positional language and understanding of length and as the children work and play. However, there is insufficient emphasis on learning about practical addition, subtraction and problem solving.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. A two year rotational plan ensures that a wide range of activities are covered. Children learn about plants, growth and the changes in the seasons. They are developing an understanding of the passage of time. They experience a reasonable range of diverse celebrations and festivals. There are insufficient opportunities for them to use information and communication technology to support their learning.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are making very good progress in their physical development. They use the outdoor area several times a day for energetic play with a worthwhile range of large and small equipment. They climb and negotiate obstacles confidently. They are gaining good manipulative skills using scissors, paintbrushes and construction toys and they manage cutlery well at mealtimes. Staff help children to understand the importance of good hygiene and the need for drinks and rest after vigorous exercise

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children are making very good progress in creative development. Attractive displays of children's work show that they explore and experiment with a good range of materials and media. Drums and other instruments are used for the exploration of sound and movement to music. The role play area is arranged well to stimulate imaginative play. Many activities are provided to appeal to the children's senses and these are used well to stimulate discussion.

**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**

- place greater emphasis in the programme on early addition and subtraction using real objects and include more practical problem solving opportunities in play and everyday tasks
- provide better opportunities for children to use information and communication technology to support their learning
- ensure that information gained from parents of children who hear other languages spoken at home is shared with staff and ensure that the culture, customs and languages of all members of the group are acknowledged in the programme of activities.

*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.*