



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 108441

DfES Number: 540474

INSPECTION DETAILS

Inspection Date	10/03/2004
Inspector Name	Margaret Moffat

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	First Steps - Windsor
Setting Address	N.W.C.A. Hanover Way Windsor Berkshire SL4 5NW

REGISTERED PROVIDER DETAILS

Name	First Steps Windsor 1078387
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ORGANISATION DETAILS

Name	First Steps Windsor
Address	N.W.C.A Hanover Way Windsor Berkshire SL4 5NW

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 Pre-school is a long established group, which changed its name in 1999 from Little Learners. It operates from New Windsor Community Centre in Hanover Way, Windsor. The group have use of the large hall, kitchen and toilets. It is a parent committee run group and serves the families of the local community.

There are currently 25 children from two to five years on roll. This includes 3 funded 3 year olds and 1 funded 4 year old. The setting currently supports children with special needs and who speak English as an additional language

The pre-school opens five mornings a week term time only. Sessions are from 09:30 until 12:00.

Eight part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 and 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher in the Early Years Development and Childcare Partnership (EYDCP)

How good is the Day Care?

First Steps Pre-school offers good quality care for the children. Staff organise space effectively and ensure hall is set up before children arrive. Staff are available to greet the children and their families on arrival providing a warm and welcoming environment. They provide a stimulating environment where children learn through a variety of age appropriate activities. High ratios of staff ensure children are well supported and have individual attention if required. The staff work well together as a team and are committed to ongoing training and the improvement of the nursery provision. Most required documentation and consents are in place although some lack detail and confidentiality.

Staff are vigilant about children's safety and ensure they are accompanied in all areas of the building. They ensure children are aware of good hygiene practices and become independent in these. Staff know the children well and are aware of their

individual needs. Good support is given to children with special educational needs and staff work with parents and outside agencies to ensure their needs are met. All children are given the opportunity to take part in the activities offered. Staff are aware of the need to protect children and the appropriate procedures to follow if concerned about a child.

Staff form good relationships with the children constantly talking and playing with them helping them to learn. Children are happy and content. There is a good range of toys and equipment available to support children in all areas of learning. Staff have high expectations of children's behaviour which the children respond to positively. The staff are good role models for the children and continually offer praise and encouragement.

The staff have developed good relationships with the parents. There are effective procedures in place to share information with the parents and keep them informed of their child's progress and development.

What has improved since the last inspection?

Not applicable

What is being done well?

- Staff develop good relationships with the children. They know the children well and spend time talking and playing with them. Children are well supported in activities. They are well behaved and respond positively to staff.
- Space is organised effectively and used well. There is a good range of toys and equipment available which are easily accessible to the children and supports them in all areas of learning.
- Staff are aware of children's individual needs and good individual support is given to children with special educational needs.

What needs to be improved?

- policies to ensure they reflect individuality of the provision;
- system to record instances of unwanted behaviour and incidents;
- documentation, to ensure;
- accident records are confidential
- consent for emergency medical treatment is obtained for all children and all necessary details recorded.

Outcome of the inspection

Good

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
14	update records to ensure: all necessary details are recorded, emergency medical consent is in place for all children and confidentiality is maintained.

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

How effective is the nursery education?

First Steps Pre-school offers good quality provision which helps children make generally good progress towards the early learning goals. The provision for personal, social and emotional development, physical and creative development are very good.

Teaching is generally good. Staff knowledge of the early learning goals enables them to provide a range of interesting and appropriate activities to help children learn. Some staff's knowledge of computers is limited and they are unable to support children in this area. Assessment is in place which is used to check and record children's progress. This is not used effectively to inform future planning. Staff are effective in their use of questioning to encourage children's thinking. Opportunities are missed for children to develop letter recognition and link these to sounds, count and calculate in everyday situations. Children behave well in response to the high expectations and support from staff. There are effective systems in place to give good support to children with special educational needs.

Leadership and management is generally good. There is a good staff team in place who provide a stimulating environment where children learn through a variety of activities. Staff are aware of their roles and responsibilities and are committed to ongoing training and the improvement and quality of care and education in the pre-school. Although this is a committee run group there are insufficient parents willing to serve on management which results in many of the committee responsibilities being undertaken by staff.

Partnership with parents is generally good. Staff form good relationships with parents and carers. Parents receive information about the activities and routines of the nursery via newsletters, notice board, policies and procedures and prospectus. There are effective systems in place to keep parents informed about their children's progress.

What is being done well?

- Children's personal, social and emotional development is very good. They are well behaved and develop good relationships with staff and each other. They are developing very good independence skills.
- Children respond enthusiastically during activities and express their imagination in a variety of role play situations.
- Staff use of effective questioning to encourage children's thinking. Staff work well as a team and are committed to the improvement of nursery education.

What needs to be improved?

- staff's assessment of where children are in their learning so that they can help them move on to the next stage;
- opportunities for counting and simple calculation in everyday activities;
- opportunities for letter recognition and link these to sounds;
- staff knowledge of how to use computer.

What has improved since the last inspection?

The pre-school have made generally good improvements in addressing the issues from the previous inspection. Children's progress and development is recorded although this is not used effectively to identify what the children need to learn next. This issue remains outstanding.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, enthusiastic and express their needs confidently to adults. They are well behaved, sharing toys and resources and readily taking turns. Children develop good relationships with staff and each other. Children are developing very good independence skills and an awareness of the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate and listen well to adults and each other. They have many opportunities to practice their writing skills for a variety of purposes. Some children are able to recognise their own names and make attempts to write it. Opportunities are missed for children to recognise letters and link these to sounds. Children are beginning to understand that print carries meaning and are well supported by staff in the book corner.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count confidently to ten and some can recognise numerals between one and nine. Children have opportunities to explore shape, size and pattern through a variety of planned and everyday activities. Staff miss opportunities for simple calculation and counting in everyday practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to build and construct using a range of resources. They have access to information and communication technology although staff knowledge is limited to support children when using the computer. Children talk confidently about events in their own lives and have a growing awareness of the wider community and other cultures through planned activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and show good co-ordination. They show a good awareness of space, themselves and others during indoor play. Children have regular access to large play equipment and have opportunities to use a range of tools in everyday play situations. Children are learning about keeping healthy and bodily awareness. They talk about the clothes they wear during particular seasons and ask for drinks when they are thirsty.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children are able to express themselves freely in art and craft activities. They have many opportunities to use their imagination in a variety of role play situations and instigate their own scenarios in the home corner and other areas of the setting. Children participate enthusiastically in group singing time. Children have opportunities to express their ideas and feelings and to explore their senses through a wide range of activities such as cooking, playing with shaving foam and music.</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

- develop assessment procedures to identify where children are in their learning in order to help them move on to the next stage;
- increase staff knowledge of how to use computer to support children's learning;
- develop children's literacy skills by helping them with letter recognition and linking these to sounds.

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.