

# First Steps with Surestart

Inspection report for early years provision

---

**Unique reference number** EY289847  
**Inspection date** 19/10/2010  
**Inspector** Karen Byfleet

**Setting address** N E L H East March Childrens Centre, 203-215 Victor Street, GRIMSBY, South Humberside, DN32 7QB  
**Telephone number** 01472 268118  
**Email** lisadennison@btconnect.com  
**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

First Steps with Sure Start is a limited company, working in partnership with Sure Start and is part of First Steps Grimsby Limited. It originally opened in 2004 and new owners took over in 2009. The nursery offers care to children from birth to two years. Children from the surrounding Grimsby area access the nursery, with priority being given to children from the East Marsh area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 44 children under eight years. This includes the creche provision within the Sure Start Children's Centre. There are currently 39 children on roll in the early years age range.

The nursery is housed in new purpose-built premises, close to the centre of Grimsby. There is a main playroom, a sleep room, toilet and nappy changing facilities, a disabled toilet and milk kitchen all at ground level. Outdoor play is provided in the secure play area, which has safety surfacing.

There are six members of staff working at the setting; four have a Level 3 qualification and two have a Level 4 qualification. The senior member of staff has extensive experience in the care of babies and is working towards a degree in early years. One staff manager also holds Early Years Professional Status. The setting is supported by the local authority and have a permanent teacher on hand.

The nursery is open from 8am to 6pm, Monday to Friday with the exception of bank holidays.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff highly value and recognise the uniqueness of each child that attends. Children are happy and settled within a very well-organised and welcoming environment. Partnerships with parents are very well established to ensure children's welfare needs are consistently met and partnerships with other providers and professionals are excellent. They are well-established to ensure consistency and coherence in children's care and learning. Detailed and comprehensive documentation is securely in place to ensure children are well safeguarded. Management and staff constantly evaluate the provision and there is clear vision to move the setting forward and maintain continuous improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further partnerships with parents and develop systems to encourage them to extend children's learning at home.

## **The effectiveness of leadership and management of the early years provision**

Management have devised and implemented a detailed and effective safeguarding policy and procedure. This is shared with parents and highlights the setting's role and responsibilities around safeguarding all the children in their care. Detailed and effective risk assessments for the premises, outdoor area and outings are undertaken and reviewed to ensure any identified hazards are minimised. Children's safety within the nursery is paramount and effective measures are in place to ensure all children are kept safe. For example, all interior doors have locks fitted. This ensures children cannot leave unattended and that visitors cannot gain access without the staff knowledge. All visitors are required to sign in and out of the nursery. Children's safety is further enhanced as staff have a well-written emergency evacuation plan which is practised with the children on a regular basis and recorded. This also enables children to learn how to stay safe in an emergency.

Children's health and welfare are well promoted. They are provided with a healthy and balanced diet for snacks and meals. For example, the children enjoy a good range of fresh fruits for snacks. Meals are cooked off site and staff ensure they are at the correct temperature when they arrive by using a food thermometer. Drinks of milk or water are offered at snack and meal times and regularly throughout the day. Children are well cared for if they fall ill whilst at the setting and staff hold valid first aid certificates. A policy and procedure for sick children is also in place. Prior written parental permission is also obtained for staff to administer any medication to children. When administering medication staff take extra precautions as they ask another staff member to witness and countersign the entry into the medication record. Written parental permission is also obtained for staff to seek any necessary emergency medical advice and/or treatment. Children follow good hygiene routines with regard to hand washing before eating and after using the toilet. Sleeping facilities are provided for babies and any young children who may require a sleep. Cots are provided and all babies and children have their own linen which is washed after use. Sleeping children are monitored every five minutes by staff and they record this.

Management and staff have implemented an effective self-evaluation system. They regularly discuss the effectiveness of their practice and make ongoing improvements to ensure all children's and parents' needs are consistently met. All staff have very good knowledge and understanding of the Early Years Foundation Stage and they regularly monitor children's development through all the areas of learning. Plans of activities are completed as a result of prior observations made by children's key workers and are done around children's interests and the next steps in their learning, ensuring children continue to make good progress. Clear routines are implemented for all children. For example, snack and meal times. Outdoor play is also planned and staff take indoor activities outdoors. Children are able to free-flow between the indoor and outdoor space, enabling them to make choices and preferences of where they would rather be.

Partnerships with parents are effective and staff are proactive in acting upon parents' suggestions and ideas as they are encouraged to add their ideas and suggestions for activities to the planning. Parents are kept informed of their child's day within the setting and staff exchange valuable information with parents at the start and end of each day. However, staff do not follow this up with ideas on how parents can extend children's learning at home. Information about children's development is shared regularly with parents. Partnerships with other providers and childcare professionals are highly effective. Staff meet regularly with other early years professionals and they communicate exceptionally well with the children's centre. They discuss children's progress and their interests and they work effectively together to ensure progression and continuity of care for all children. Staff are motivated and committed and they meet regularly with family support workers, speech therapists and other professionals who may be involved in children's welfare needs. Overall the setting has excellent partnerships to ensure consistent and high quality care for all children that attend.

## **The quality and standards of the early years provision and outcomes for children**

Babies and young children are happy and settled in the organised environment and they are making good progress in their learning and development. Staff are enthusiastic and motivated and they fully interact with all the children, making learning fun and providing suitable age-appropriate challenges. Staff are attentive, warm and caring towards the children, helping them to feel safe and secure. The environment is well organised ensuring babies and young children have the space and resources that are suitable to their ages and abilities. All children are able to self-select activities from a very wide range of resources which are stored in low-level boxes and are appropriately labelled with words and pictures. Outdoor play is well planned by staff and children are able to free-flow between the indoor and outdoor areas. There is a very good balance of adult-led and child-initiated play as children's own interests and ideas are taken into account. Staff plan effective activities which cover all the areas of learning and make regular spontaneous and focussed observations which help them to track and complete development records for each child. They then use these to help them plan the next steps in children's learning to ensure progression is suitable and challenging for all ages. Children's development in all six areas of learning is promoted well. They have regular access to activities and toys which encourage and develop skills, such as problem-solving and communication. For example, sorting shapes for the shape sorter, looking at books, both individually and as a group. Babies and young children participate in a wide range of craft and creative activities such as painting, collage and malleable play. Staff allow and positively encourage the children to be creative in their own way. Through activities such as role play children have many opportunities to use writing for a purpose. For example, they have appointment books when playing hairdressers or pet shops and menus when playing cafes. Free mark-making activities are constantly available for the children with a good range of resources. Children's development of knowledge and understanding is promoted through very well-planned activities, such as growing plants. They explore and investigate their natural surroundings.

Children and babies are developing links with their local community. They often visit the local shops and parks. Well-planned activities, words and pictures in various languages are displayed around the room, enabling children to develop their understanding of the wider world. Children with special educational needs and/or disabilities are well provided for. Staff liaise extremely well with other professionals to ensure appropriate care and resources are in place. Children have very clear boundaries as a secure behaviour management policy is in place which all staff know and follow. Children are given lots of praise and any inappropriate behaviour is dealt with in a sensitive, positive way, as staff use age-appropriate strategies that each individual child can understand. Children play well together and form strong relationships with each other and the staff caring for them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met