

First Steps Childcare Club

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

First Steps Childcare Club registered in 2003. It operates from a purpose built, detached building in the grounds of Palmarsh School in Hythe. There is access to a secure enclosed garden area and shared use of the school playground and field. Links with the school in the same site have been established. The nursery is open Monday to Friday from 9am to 3pm during term time only. Children attend for a variety of sessions. The group serves the local and wider area.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend at any one time. There are currently 18 children aged between two and under five years on roll, some in part-time places. The nursery provides funded early education for children aged two, and for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff. Of these, five hold appropriate early years qualifications, one is working towards a qualification and two senior staff have achieved Early Years Professional Status. They receive support from the local authority's early years advisor and are members of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy close relationships with staff who understand their individual needs. As a result, they are making good progress towards the early learning goals. Systems for monitoring the effectiveness of provision in relation to children's learning and development are mostly very successful. The staff work hard to ensure all children and families are welcomed and included. Children's safety and physical development are high on the agenda. An excellent partnership with parents and carers ensures all adults work together. Capacity to improve is good, the nursery has moved from strength to strength since the last inspection and this has clearly improved the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems used to monitor children's progress so as to ensure that identified next steps for children's learning are shared
- develop further links with other settings to improve sharing of information and transition providing continuity and progression for all children.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority, staff have a good understanding of child protection issues and there are clear procedures in place. Robust recruitment and vetting and thorough risk assessments ensure the safety and welfare of the children. High staffing levels and good interaction means children learn about their own safety during play. Good quality resources are readily accessible and the well planned space provides an environment which is conducive to children's learning. Good liaison with the school on the same site helps children prepare for the transition to school. For example, through shared playtimes and lunchtime visits. Effective links with other providers and professionals are establishing. The manager is in the process of liaising with local groups and feeder schools.

Staff support children very well and provide an exciting range of activities because they have a good knowledge and understanding of the Early Years Foundation Stage. Partnerships with parents and carers are a main strength of this nursery. The written information including policies and procedures provided for parents is well produced, clear and informative. Sharing of information is excellent and the use of home link diaries ensures parents have information about their children's achievements and progress. Parents and carers are very involved in supporting their children's learning and development. When children begin nursery parents share information about their children's starting points. Key workers use this information to plan stimulating activities. They carry out daily observations, which are transferred to children's learning journal folders and these help them to monitor progress. The key person uses these assessments to plan next steps for individual children but this information is not always shared fully so as to ensure the success of future planning. Parents are very happy with the service and make highly positive comments when asked for feedback. They particularly like the friendly and professional staff; they feel they can speak to staff about any issues and that their views are taken on board and acted upon.

Staff demonstrate a good commitment to team working and their self-development, and attend training to update their skills and knowledge. There have been some recent changes to staff, but despite this the team is strong. The team is well managed by the owner/manager who leads very much by example. Staff fully support her aims and vision for the future. The manager uses reflective practice and self-evaluation to identify areas for development. There is a high commitment to continuing to build on the huge changes already made. She and her senior staff have successfully addressed and extended previous recommendations. They have a clear action plan in place and as a result, the outcomes for children have improved significantly.

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

Children are making good progress in their learning and development because the curriculum is well planned and staff provide good support to all children, taking

account of their individual needs and abilities. Children display good social skills and are very independent. For example they put on aprons before painting, put on their coats when they want to go outside and help at snack time. Children make decisions for themselves and the activities are mainly child-led. Self-selection is encouraged and children freely choose resources from the shelves, many of which are labelled. Children cooperate and share very well during play which is enhanced by very good staff interaction. Their behaviour is very good; they show a clear understanding of the nursery rules, which they have helped to make. These boundaries are reinforced daily during registration. Children confidently talk to each other and the staff about their ideas and things they want to do during the day. Staff write their suggestions on the white board and this helps to plan the day and further ahead. For example, children want some eyes to put on their pipe cleaner creations, staff say they have run out of wobbly eyes and write a reminder on the board. In the meantime they find some stickers which children happily use and they discuss the colour and shapes. During story time children are discussing rabbits. They say they would like a rabbit at the nursery. Staff make a note to ask one of their colleagues to bring their rabbit in from home. Children get very excited about this.

Children's communication skills are developing well and this is enhanced by staff who spend a good amount of time in conversation with the children and who listen well to what children have to say. There are a wealth of visual images, posters and work displayed at children's eye level. On arrival children self-register by finding their name card and placing it on the board. There is a good range of books in the comfortable book corner. Children enjoy stories and respond well to stories from books and stories which staff make up using props. Good supplies of mark making tools are available all around the nursery including the garden. Children have good opportunities for problem solving and using mathematics during play. They count confidently at register and at snack time. During play with the train track one child wants to make a circle and gathers up the curved pieces. When the children are playing with the dough they make sculptures and talk about size, shape and texture. Children want to keep them so staff take some photographs. They discuss what would happen if they leave them to dry. Staff explain they would need to use clay if they want to make items to keep. They write this on the board as a reminder to get the clay out in the afternoon, which they do. There is a good range of resources, which encourage children to be creative and use their imaginations. Two children confidently explain what they are painting as they share the easel. 'I'm going to paint the world' as they make a big circle on the paper. They tell staff 'this bit's England, this is Turkey and this is my nursery'. Children confidently make their own art and show their collage and paintings proudly to staff and their friends.

Opportunities to learn about keeping healthy through physical exercise and healthy eating are good. Children know what foods are good for them, help to prepare the healthy snack, spread toppings onto their toast and know where food comes from. One child says they like honey and staff explain about bees collecting the nectar. Children help to grow fruit and vegetables, watching their growth and help to nurture them. They are learning about recycling and have containers for paper, cardboard and plastic. They take turns after snack to put waste food into the composter. Children learn about good personal hygiene, they know when to use

tissues, take themselves to the bathroom area to wash their hands and help to look after their environment. Children learn about the wider world through celebrating a good range of festivals and during visits from others in the community to the nursery. For example, during a recent visit from a police officer children learnt about what to do in an emergency, stranger danger and how to cross roads safely. Children enjoy walks in the school grounds where they discover nature and wildlife. In the garden they put food out for the birds and several visit the feeders, including a regular squirrel. They confidently use the computer, which has a printer and children are able to take their own photographs, helping them to develop skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children develop skills for the future	2

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