

First Steps Childcare @ Brinsbury

Inspection report for early years provision

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Inspection date	23/02/2011
Inspector	Jill Steer
Setting address	Chichester College, Brinsbury Campus, North Heath, Pulborough, West Sussex, RH20 1DL
Telephone number	01243 812938
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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*.

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.

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Description of the setting

First Steps @ Brinsbury is one of four nurseries run by Chichester College Services. It opened in 2005 and operates from four large converted college rooms. Children have access to an enclosed outdoor play area. The nursery is situated in the rural location of the Brinsbury campus of Chichester College. It is open each weekday from 07.30 am to 06.00 pm for 51 weeks of the year.

A maximum of 48 children may attend the nursery at any one time. There are currently 100 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are 17 members of staff, 12 of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and their families are very warmly welcomed into a very friendly, child-orientated nursery. Partnerships with parents and others involved in the children's lives are fostered well to provide continuity of care and individual support. Children make good progress in their learning and development as methods for observation and assessment identify individual children's next steps in learning. The management and staff team show an awareness of their strengths and weaknesses and have a positive attitude to improving their service to ensure children's continued development.

What steps need to be taken to improve provision further?

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

- improve the balance of adult led and child led activities for both the indoor and outdoor environments
- maintain clear records of all times staff are on the premises

The effectiveness of leadership and management of the early years provision

The staff team are well qualified and experienced to provide good support and high quality care for children. They regularly attend training courses to update and extend their childcare knowledge of issues such as first aid and child protection. Staff are therefore aware of the signs and symptoms of abuse and how to record

and report child protection concerns should they arise. The nursery's policy also includes the management of any allegations made against a member of staff, who have all been checked as suitable to work with children. All visitors are recorded and supervised at all times so they are not left alone with children. Whilst caring for the children, staff are not distracted by using their mobile phones as they are stored in the staff room. All required documentation that promotes children's health, safety and well-being is in place. However, although staff sign in and out on arrival and departure, they do not do so during the day if they leave the premises in their break times. The attendance register therefore does not always accurately reflect who is on the premises and is important in emergency situations.

Staff work well together as a supportive and friendly team. They get to know the children and their families well so they can plan and provide stimulating environment where children are motivated to learn and develop whilst feeling safe and secure. Partnerships with parents is prioritised from the moment a child starts. Settling in sessions are used as an opportunity for the key practitioner to really get to know the child and parent well, forming supportive relationships. Information is shared with parents continually through regular newsletters, discussions, and twice yearly sessions for parents to discuss their child's development in a relaxed atmosphere. The nursery work closely with other professionals to support all children. They meet regularly with other providers and the local schools to share information about each child and ensure they are well supported in their learning journey.

Detailed and regular risk assessments are conducted and clearly recorded to ensure all potential hazards have been identified and reduced. Daily checks by the staff before children arrive, ensure all areas are safe for children to use. The staff team have regular meetings to discuss emerging issues and how they can address them. This information contributes to the nursery's self evaluation which is effectively used to identify what their strengths are as well as highlighting areas for improvement. The management has a clear commitment for continuous improvement and inspires the staff to be reflective and achieve the best outcomes for all the children. Staff are well deployed so provide good support for the children, they are clear about their roles and responsibilities including working with other agencies to provide specialist support for individual children.

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

Children are well supported through the staff team's knowledge of how all children learn and develop. They benefit from a colourful and stimulating learning environment where their own ideas and interests lead the planning for their individual development. The use of a comprehensive system of planning, based upon detailed observations and recording of their achievements, ensures the curriculum is based around each child's milestones. As a result, children are making good progress across all six areas of learning of the Early Years Foundation Stage curriculum, taking into account their starting points and capabilities. However, the lack of a balance of adult led activities in the planning does not

always provide with sufficient challenge and new experiences to fully enrich their learning opportunities. Children spend their time in one of four rooms, each one suited to their stage of development and ability, from babies through to the pre-school aged children. This ensures the resources and environment are suitable and safe and they can freely access what they want from the open storage systems. The labels on the containers help children identify the contents and enable them to be independent, making their own choices about what they do.

Children are warmly greeted by the staff each day making them feel welcome and at home. As a result, children feel safe, develop a strong sense of belonging and are motivated to learn. They are confident speakers, contributing to group and circle times asking questions and sharing information. Opportunities for children to become familiar with text in a variety of forms are evident everywhere from the books to the labels displayed around the nursery. They begin to recognise letters using jolly phonics and sound out letters such as those in their names. Children show great confidence using numbers, they routinely count as part of their daily activities such as discussing the date each day. Computers, programmable and cause and effect toys help children develop skills for the future. For example, babies concentrate repeatedly on pressing the buttons on a toy and discover that their action causes sounds to be made. Children have developed strong friendships with their peers and happily respond to the staff as they are spoken to with respect, which helps them develop the required skills for becoming very social beings who can participate in community life.

Daily opportunities to play outside in the fresh air help children learn about leading a healthy lifestyle. They pedal the bikes, jump in and out of hoops and roll balls down tubes, running happily around to exercise their bodies. However, there is currently no planning in place for what the children do outside so valuable learning opportunities are missed. Regular outings within the college grounds, to the duck pond or for nature walks are enjoyed by the children to enable them to learn about their immediate environment. Activities such as tasting food from other countries introduce children to other cultures and lifestyles in the wider world. Putting their coats and hats on and off each time they go out helps children become independent and prepare them for school. Freshly prepared food each day based on a nutritionally balanced diet further contributes to children's good health. Personal hygiene skills are prioritised as children are reminded to wash their hands after using the toilet, and sing a face washing song as they wipe their faces with flannels after eating. Clear guidance from staff helps children learn about keeping themselves and other people safe. For example, not waving their cutlery around at mealtimes so they do not hurt anyone.

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	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	2
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
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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	2
The extent to which children develop skills for the future	2

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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