

First Steps Children's Day Nursery

Inspection report for early years provision

Unique reference number 142863
Inspection date 24/02/2011
Inspector Michelle Tuck

Setting address 148 Hendford Hill, Yeovil, Somerset, BA20 2RG

Telephone number (01935) 474314

Email

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2011

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 Day Nursery registered in 1991. It is a privately owned nursery situated in a residential area on the outskirts of Yeovil Somerset. The property has been converted from a domestic dwelling and is now entirely used for child care purposes. The nursery has a fully enclosed outside area to facilitate physical play.

The nursery is registered on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. A maximum of 47 children may attend the nursery at any one time. There are currently 68 children on roll, aged from birth to under five years. The nursery provides funded early years education for two, three-and four-year-olds.

There are 17 staff who work directly with the children and a cook. All staff hold a qualification in childcare. The nursery is open Monday to Friday from 8am to 6pm all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are exceptionally confident and highly motivated to learn in the rich and vibrant learning environment. Highly skilled staff and excellent communication with parents ensures that children's individuality is valued and supported. Individual learning opportunities enable children to make very rapid progress in all areas of their development and learning. As a consequence all children thrive within the setting. There are detailed and comprehensive systems to ensure continuous improvement because the setting has clear visions to ensure that outcomes for children are extremely positive.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- build on links with other settings providing care for the children.

The effectiveness of leadership and management of the early years provision

Children are exceptionally well safeguarded because staff demonstrate clear knowledge and understanding of possible signs and symptoms of abuse and effective procedures to follow in the event of a concern being raised. Staff work exceptionally well together as a team providing high levels of supervision in all areas of the setting to ensure children's safety. Regular risk assessments and daily

safety checks ensure that the environment is safe and secure. Comprehensive recruitment and vetting procedures ensure that adults are suitable to work with children. Regular appraisals provide opportunities to look at staff's skills and knowledge. As a result, staff are able to further their personal development.

The setting uses the space both inside and outside successfully, enabling children to regularly to move around the different learning environments, ensuring that the curriculum is stimulating and motivating for all children. An extensive range of high-quality resources are provided throughout the nursery which are accessible to the children. All staff have exceptional knowledge of children's individual needs, family members and their home lives, ensuring that they provide resources and play opportunities to fully support their sense of belonging, building their self-esteem and confidence. A wide range of good quality resources provide positive images of all aspects of our diverse society, promoting children's understanding of valuing differences.

The setting has developed highly effective monitoring systems to ensure that management, staff, parents and children has the opportunity to be involved. Parents have opportunities to put forward their views through parent questionnaires, parent committee and discussions with staff. In addition, the nursery has used the Ofsted self-evaluation as a tool to monitor the practice.

Partnerships with parents are excellent. They are fully involved in their child's learning and parents report that staff are very caring and that their children are making very good progress and benefit from the wide range of activities and play opportunities available. Parents and other family members are encouraged to be fully involved in the children's learning. For example, children's personal pathway books go home regularly for parents to contribute, and parents that speak another language come to the setting to read stories to the children in their home language. The setting has good links with other early year's settings, through cluster groups and visits to share good practice; however, sharing information in more detail for those children that attend other settings is still developing.

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

Children are exceptionally confident and eager to come into the setting. They quickly settle at various activities and play opportunities, often developing their own ideas supported by the highly skilled staff. For example, children play with the play dough rolling and cutting out shapes. They say they are making biscuits. When asked what the play dough smells like they reply 'like daffodils'. Children's individual needs and interests are exceptionally well met. Staff tailor activities specifically to meet their needs, for example, a child shows an interest in taking photographs after a recent holiday. Staff capture the child showing others how to use the camera and other children explore it for themselves. The nursery manager then orders some cameras for the children to use in the setting as they want. Staff present activities to the children in an interesting and exciting way which means that all children participate with great enthusiasm and concentrate for long periods

of time. Children choose words and objects to put into a 'rhyming bowl'; they confidently match the words and can name others that also rhyme, such as hat, rat, cat and bat. The children then sing a song about 'silly soup' as they pass the bowl around the circle and all have a stir. Children enjoy stories; they listen carefully and join in with the story of the 'three little pigs'. They count with the member of staff the steps as goldilocks goes upstairs and become fully engrossed in what happens. Children participate in a balance of adult-led and child-initiated activities.

Children are making very rapid progress in all areas of their development and learning because staff clearly know their individual needs and children are extremely motivated in their own learning. Observations, photographs and input from parents provides opportunities for staff to assess children's progress and effectively plan the next steps in their learning.

Children automatically take responsibility for their own health and personal care. They know when and why they wash their hands and are particularly independent in their personal skills. Children follow simple rules understanding how to keep themselves safe. They regularly practice the evacuation procedures to ensure they are familiar with what to do in an emergency.

Children's behaviour is exemplary. They show consideration to their peers and to the staff, saying please, thank you and excuse me at appropriate times. Children benefit from the consistent use of praise and encouragement from all the staff. Staff are an excellent role model. Children have excellent opportunities to learn about the wider world through interesting activities and using the wide range of resources that promote diversity.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

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