

First Footsteps Limited (Leyland)

Inspection report for early years provision

Unique reference number EY257949
Inspection date 24/02/2011
Inspector Janet Singleton

Setting address 53 Fox Lane, Leyland, Lancashire, PR25 1HA

Telephone number 01772 454640

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 Footsteps is a limited company being part of the First Footsteps group and was registered in 2003. It operates from a converted school premises in the town of Leyland, Preston. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 85 children may attend the nursery at any one time. There are currently 101 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 17 members of child care staff. Of these, five hold appropriate early years qualifications at Level 2 and twelve at Level 3 or above. There is member of staff undertaking the Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Practitioners have a sound understanding of the Early Years Foundation Stage to promote children's learning and development in a satisfactory manner given their age and capabilities. The observation and assessment of the children's progress is not truly reflecting their priorities for learning. The learning environment is safe with most of the required documentation to support the efficient management of the setting in place. The welcoming environment is secure with appropriate resources for children to access. Partnerships with parents and others are satisfactorily maintained. The management team is very committed to the evaluation and the improvement of the provision in order to better outcomes for all 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 system for observing and assessing children to identify their next steps more clearly and link these to the planning to ensure it reflects children's individual learning priorities
- ensure practitioners are fully aware of the need to maintain confidentiality and ensure records on children are only accessible to those who have a right

- to see them
- ensure that any consent forms which have been obtained from parents clearly states if the parent agrees, or does not agree to the undertaking of the said activity
- develop the procedure for ensuring that children whom may have specific needs, have their needs clearly identified for any eventuality that may occur while the child is in the care of the nursery.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are satisfactory with practitioners being fully aware of the policies and procedures to safeguard children. They are confident of their role to protect children from harm and have recently revisited the safeguarding procedure to improve their understanding. Suitability checks undertaken on all staff, for example, a criminal record check, references and employment history ensures staff are safe and suitable to be working with the children. Although all required documentation is in place the written parental consent for medical advice is not clear. This means it is unclear as to whether the parent has or has not given their consent for the said event. Not all staff are fully aware of the need to maintain confidentiality within the nursery as some registration forms for children were left in sight. Also the medication form for another child was accessible. Documentation and information gained for those children who may have a specific need is not secure enough to plan for all occurrences that may, or may not occur whilst those children are at the setting. Risk assessments are in place and completed for all aspects that children come into contact with. These are reviewed and contribute to the safety of the children. Resources are within easy reach to the children and staff are effectively deployed in order to support them in their play.

Equality and diversity is appropriately promoted as children learn about the differences and similarities of people through focussed activities and observing positive images of other cultures and people of the world. Both boys and girls have equal access and opportunity to all resources and therefore, an inclusive environment is promoted.

Relationships with parents are satisfactory and are currently being improved and developed as part of the evaluation of the setting. Parents meetings have been held and through the sharing of the newsletter and verbal discussions they are more aware of what is taking place with their child. Meaningful partnerships with external agencies have been made. The management teams commitment, enthusiasm and drive to bring about improvement and promote sound outcomes for children are a priority. They are highly committed to moving the service forward and changes made, for example, developing staff roles through training and room meetings, developing play areas, and building better partnerships with parents. All are contributing to improved outcomes for children. The management team is reflective in their practice and willing to take advice and as a consequence improve the provision and outcomes for all children.

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

Practitioners have a sound understanding of the Early Years Foundation Stage to meet children's needs. Children are happy and enjoy themselves as they make choices from the suitable range of resources, for example, the role-play. They access the areas of continuous provision enjoying the areas of malleable, mark making and construction as they use their imagination and develop their language skills. Although observation and assessments are regularly completed they build on children's choice of activity and interests. This means they do not identify the learning priorities to ensure children are being sufficiently challenged. The children are confident, occupied and engaged in their play as they make chocolate crispies, stirring and spooning the mixture. Practitioners ensure children are supported and they have secure relationships as they seek the help and support of the staff in their play.

The outdoor area is particularly well resourced and provides for children's imagination and enjoyment. Each age group has their own area provide a secure environment for them to play and practise their physical skills. They run, climb and delight in riding the wheeled toys, laughing as they play with their friends. They use their imagination in the role play area, making tea as they use symbolic play to act out roles from home. This allows for children to be in control of their play. They are well behaved and know the rules of the setting as they line up to use the bathroom or go out to play. They are polite and mostly remember their manners. They sit and concentrate as they mark make, drawing pictures in chalk whilst outdoors. Younger children dance and move their bodies to the rhythm as they delight in listening to the music. They count and sound out numbers as they play on the hopscotch. They watch staff demonstrate the art of hopping and the younger children make lovely attempts at trying to hop themselves. Children sit making scrambled eggs, mixing the wooden eggs in the bowl. They decide to take out the three white eggs, counting three and identifying the correct colour. They talk about where eggs come from and talk about how eggs get to the shop. They solve the problem as they shout out the eggs come from hens, which induces lots of laughter. They feel safe as they approach the practitioner for assistance or to tell them their news.

Children celebrate cultural festivals and take part in topics and planned activities to promote their understanding of diversity. By engaging in everyday activities, for example, hand washing, children learn satisfactory health practices. By exploring and learning how to use programmable toys and the computers they develop their skills for the future. This combined with the positive use of praise and as a consequence, the building of children's self-worth and esteem, means that children are learning and developing sound skills and attitudes to learning in a beneficial environment.

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?	3
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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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