

# First Steps Private Day Nursery (Pennington)

Inspection report for early years provision

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<b>Unique reference number</b>	323014
<b>Inspection date</b>	29/03/2011
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<b>Setting address</b>	Kirkham Road, Leigh, Lancashire, WN7 3UQ
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<b>Email</b>	
<b>Type of setting</b>	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, Pennington is owned by a private individual and was registered in 1997. It operates from a purpose-built nursery in the area of Pennington, Leigh. The nursery serves the local area. The nursery is accessible to all children and there are a number of fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 61 children may attend the nursery at any one time. There are currently 69 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 15 members of childcare staff. Of these, two are trainees. One staff member holds an appropriate early years qualification at level 2 and 12 hold qualifications at level 3 or above. The setting receives support from the local authority early years advisor.

## 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 progression towards the early learning goals given their age and capabilities. The observation and assessment of the children's next steps in their development is not truly reflecting their priorities for learning. The child-centred environment is safe and there are good quality resources for the children. The required policies are generally in place and mostly followed. Partnerships with parents are good. Partnerships with other providers are satisfactory. 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:

- further develop the observation and assessment procedure to ensure that children's learning priorities are accurately identify and use this information to inform future planning
- provide younger children with the appropriate utensils to support their independence at mealtimes
- ensure all staff are consistent in following the hygiene practices for limiting cross-contamination relating to the cleaning of the changing mat and the changing apron

- ensure that all members of staff understand, are aware of and follow the safeguarding policy and procedure appropriately.

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

The arrangements for safeguarding are satisfactory. All policies and procedures to safeguard children are in place. However, not all practitioners are fully able to implement the safeguarding procedure appropriately. All management staff are secure in their knowledge and understanding of the safeguarding procedure and therefore the impact on the children is low. Through robust vetting procedures, including a criminal records bureau check, practitioners are suitable to be with children. Practitioners have a satisfactory understanding of the Early Years Foundation Stage in order to support and meet the needs of all children. They plan a welcoming, stimulating and inclusive environment and support children in their learning. This ensures they promote their sound progress towards the early learning goals. They assist them in learning about diversity as they provide resources that reflect culture and the differences and similarities of people.

The setting maintains all documentation, policies and procedures, such as equality of opportunity, health and safety and the complaints policy, in good order, reviewing them regularly and making changes as necessary. Although posters regarding cleaning and risk assessment are in place and mostly followed, not all hygiene practices were followed in regard to the nappy-changing procedure. In addition, the wearing of a material apron means the risk of cross-contamination and infection is increased. Partnerships with parents are good with meaningful relationships are established. Through effective sharing of quality information with parents, children's individual needs are identified and planned for. Through newsletters, parents evenings and questionnaires, they are able to contribute their expectations for both the provision and their child's learning and development needs. The entrance hall displays quality information for parents regarding the setting and good childcare practices. The setting's commitment, enthusiasm and drive to bring about improvement and promote sound outcomes for children are a priority. All staff are included in completing the self-evaluation and parents' comments are acted upon.

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

Children are happy and enjoy themselves as they make choices from the suitable range of resources. Observation and assessments build on children's interests and are used to inform planning. However, learning priorities are not consistently identified to ensure children are being sufficiently challenged. Through practitioner's solid understanding of the welfare, learning and development requirements, they plan a stimulating environment for all children. They access the areas of continuous provision, for example, sand play, mark making, book area and role play, as they use their imagination and develop their language skills. The

outdoor area is particularly well resourced and provides for children's imagination and enjoyment. They develop their physical skills as they climb, run and ride wheeled toys as they play outdoors on a daily basis.

Younger babies explore the environment and access resources such as the interactive toys. They seek reassurance from staff as they engage in cuddles and show their security through their smiles and giggles with the practitioner. The older babies play outdoors and access the climbing equipment. They explore the soft area with interactive toys and enjoy the free-flow as they come in and out, expressing their delight through bodily movements as they play in the sunshine. The early learners investigate the outdoors as they climb up the slide, kick the football, dig and fill containers in the sand play. They sit and make marks with the staff supporting and chatting to them as they build their communication skills. All age groups move freely and confidently outdoors. The pre-school children delight in writing their names. They recognise that some names have the same letters, but in a different order, as they discuss how theirs end with an 'e' and how their friends have an 'e' in the middle. They confidently use numbers and mathematical language, such as smaller and bigger than, when in the construction area. This planned and purposeful play means a rounded approach to child's development is supported.

The practitioners have a sound knowledge of each child and ensure they all take part in all activities. Behaviour is good as children respond positively to instructions. They are polite and discuss with the practitioner any issues regarding their play as they learn to manage their own behaviour and develop skills for the future. They are encouraged to work together and to talk about their behaviour. Healthy practices are promoted as children learn to wash their hands and tend to their personal needs. However, younger children were not given the correct utensils to support their independence at lunchtime. Their understanding of diversity and the similarities and differences of people is developed through observing positive images, celebrating festivals and accessing appropriate resources. Overall, children play and learn in an environment that develops good attitudes to learning and encourages them to become independent, active learners.

## 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>	3
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>	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	2
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	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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