

First Steps Day Nursery

Inspection report for early years provision

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EY216311

Inspection date

02/06/2011

Inspector

Linda Filewood

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*.

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 is privately funded and was registered in 1994. It is located in a purpose built building, close to Wakefield town centre. The provision serves families from a wide area and parents of children who work in and around the town centre. It provides care for children on the ground floor and children have access to a fully enclosed outdoor play area. The nursery is open between 7.15am to 6pm, Monday to Friday all year round. It is closed on Bank Holidays.

First Steps Day Nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 37 children may attend the provision at any one time, of whom all may be in the early years age group. There are currently 69 children in this age group on roll.

There are 16 members of staff, 13 of whom hold early years qualifications to at least level 2. The provision provides funded early years education for two, three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who have English as an additional language. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Excellent arrangements are in place to ensure children's safety and health, but not all documentation reflects the requirements of the Early Years Statutory Framework. Staff work exceedingly well with parents, other providers and external services to make sure that the individual needs of each child are fully supported. The provision superbly promotes equality of opportunity through a welcoming, inclusive environment and encourages children to have a positive attitude to diversity. All children make significant gains in their learning and development as committed staff support them exceptionally well. The staff team have a very good understanding of areas for development in order to constantly improve the outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure parental permission is obtained to the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare).
- 09/06/2011

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

- ensure regular appraisals are carried out on the manager to identify any training needs
- ensure all records reflect the Statutory Framework for the Early Years Foundation Stage and are accurately maintained.

The effectiveness of leadership and management of the early years provision

The procedures in place to safeguard children are very good, ensuring high priority is given to promoting children's welfare. Staff are employed following robust recruitment and vetting procedures and have clear induction training. Records that support the efficient management of the setting and ensure children's safety are generally appropriately kept. A few medication records, however, have some details missing and the complaints log is not in-line with the Statutory Framework for the Early Years Foundation Stage. Additionally, the wording of the parental permission to the seeking of any necessary emergency advice or treatment, should it be necessary, does not comply with regulation. The written risk assessments are comprehensive and robust for all areas of the provision, indoors, outdoors and on outings. This minimises any potential risks to children. Areas that are identified as a hazard are addressed immediately and Ofsted is now informed of any serious accidents within the required timescales. Organisation of the high quality resources and the use of space significantly enhances each child's learning progress.

Partnership working with parents is consistently very good. Staff regularly share all relevant information to support children's welfare and learning. Parents comment positively about the staff and, in particular, are very happy with the meals their children receive. The detailed range of policies and procedures that underpin the smooth operation of the provision are readily available to all parents. Other information regarding the provision is displayed and includes some of the many interesting activities in progress. For example, a 'Stay and Play' session is organised in an evening for parents and children to experience the nurseries activities together. This offers parents an excellent opportunity to understand how their children learn through play. Equality and diversity is supported exceptionally well. Staff work extremely closely with parents to ensure children's individual needs are constantly met. Some staff attend training to gain knowledge of another language to offer extra support to families. The provision works effectively with bilingual staff to support home-links with other professionals. Children who have additional needs are superbly well provided for, with good early interventions and prompt referrals. They significantly benefit from the close working of education psychologists, speech and language therapists, school teachers and others.

The monitoring and evaluation systems for the provision and the children's development are very good. This ensures that children's care and learning progress is maintained to a high standard and that plans are identified to extend the provision further. Staff have met both the recommendations and action raised since the last inspection. This results in positive outcomes for children. In addition, staff attend and identify training to support the work they do with children. They undertake regular appraisal to identify any further training needs but there is no appraisal procedure in place for the manager. All staff fully benefit from a

programme of continuing professional development which secures improvement in their practice.

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

The staff team have an extremely sound knowledge of the learning and development requirements of the Early Years Foundation Stage. Observations are used highly effectively to support and extend children's individual learning priorities across all aspects of the learning areas. The systems in place to monitor children's learning progress are robust. They take very good account of children's individual interests and clearly identify the next steps in their development to extend their progress. Consequently, all children progress consistently very well and often excellently in relation to their starting points. Systems are fully developed to ensure all children have their differences fully acknowledged and their needs exceptionally well catered for. There are high levels of input and teaching from all staff across the nursery, whilst also providing children with the time and space for self-discovery and thinking.

Babies are very settled and show strong, positive attachments to the familiar adults who meet their care needs particularly effectively. All children are comfortable in their routines and display high levels of confidence and self-esteem. Older children serve themselves at meals times, make healthy choices and very carefully pour their drinks. Meals are of high quality and all dietary requirements are very well catered for. Children show an excellent understanding of the importance of good hygiene procedures. Older children explain why they should wear hats and use sun cream on hot, sunny days. Children are learning to enjoy physical activity which benefits their health and well-being. All children have daily opportunity for outdoor play. The outdoor area is particularly well resourced and imaginatively laid out, with children's learning creatively planned for. Children learn to use a range of tools with great skill, enthusiastically carrying water with care to their new plants. Toddlers show increasing levels of attention and concentration as they balance on logs for the first time unaided and babies enjoy the company of older children as they play in the shade. Outings in the local area are extremely well planned to provide children with rich and varied learning opportunities outside of the setting. For example, older children visit the local garden centre and shops. They buy the items themselves and count out the change they are given. Staff take children on short bus trips and develop children's understanding travelling safely. They skilfully use the opportunity to learn about letters and number by looking at the tickets they have bought and the wording within the bus.

Babies excitedly enjoy sensory experiences, such as, paint and toys that have flaps or make a noise to encourage investigation. Older children are developing many skills that will contribute to their future economic well-being. For example, a new interactive white board, bought through grant money, significantly enhances children's enjoyment of information and communication technology. Staff competently use strategies, such as Social Aspects of Development (SEAD) and Letter and Sounds frameworks to promote children's learning and enjoyment. This enhances children's phonetic awareness and supports children very well in their

social development and interaction with others. Children within the setting, including those children who are learning English as a second language, are becoming articulate and confident to communicate. Staff engage very well with all children to help them describe their thoughts, ideas and feelings. They are constantly speaking and listening to the children and sometimes use augmentative methods of communication, such as a signing system. Children behave exceptionally well. They play in harmony but are also content to play alone, often becoming deeply absorbed in their chosen activities. Children's understanding of safety issues is shown during their play. For example, some older children use their initiative and take action to prevent an accident by picking up lengths of craft ribbon from the floor. However, some younger children are still developing an understanding of using scissors carefully. This illustrates their increasing confidence and knowledge of assessing and minimising risks.

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	1
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	1
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
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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	2
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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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