

First Steps Private Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

First Steps Day Nursery was registered in 1997. It is privately owned along with a sister nursery also in Skipton, North Yorkshire. There are four playrooms located on two floors. All children have access to an enclosed outdoor play area. The babies have their own entrance at the side of the building; all others use the front entrance which is reached via the outdoor play area. Children from the town and the surrounding areas attend.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. A maximum of 64 children may attend the nursery at any one time. There are currently 101 children on roll. Of these, 28 children receive funding for early education. The nursery supports children with special educational needs. This provision is registered by Ofsted on the Early Years Register.

Twenty four staff are employed. Of these, 21 are qualified to level 3 and one has almost completed a degree in Early Childhood Studies. The manager divides her time between the two nurseries and two deputy managers, one of whom takes responsibility in her absence, are in post.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good attention is given to meeting the individual learning and development needs of children. They take part in an extensive range of activities and make good progress in all areas of learning. Inclusive practice is promoted very well and children are valued and respected as individuals. There are predominantly robust systems in place to promote the health and welfare needs of children.

Relationships with parents, carers, and links with external agencies, are good. The provider assesses the effectiveness of the setting well, and areas for improvement are accurately identified. A good capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- make freely accessible to parents the children's development records in the baby room
- improve further the hygiene arrangements to provide plates for the children's toast at breakfast time.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures and practices ensure that children are well protected. The staff team are appropriately vetted, and strict procedures are enforced to ensure that any staff who are awaiting checks, never have sole charge of children. All the staff have completed training in safeguarding children and hold current first aid certificates. Risk assessments are effectively implemented. There are good security systems in operation. All visitors must ring a bell to obtain entry and a log of their arrival and departure times is kept. Comprehensive policies and procedures are routinely reviewed, signed and updated when needed and all necessary written consents are obtained from parents. Thorough written risk assessments are effectively implemented to keep children safe. For instance, the stair gates are always bolted shut after use.

Systems in place to keep children healthy are predominantly good. Children's individual dietary and medical needs are meticulously recorded and adhered to by the staff. The rooms are clean and well maintained. Good hygiene practice is followed by children in bathrooms and by staff when they serve food. Children wash their hands after using the toilet and dry them on paper towels to prevent the risk of cross infections. However, plates are not always supplied for the children's toast at breakfast time. All accidents to children are recorded, and are countersigned by parents. The staff are deployed effectively to meet the needs of children and give good levels of supervision. Children safely choose their toys and games which are mainly stored at their height, so they are confident in their environment. All resources used by children are of good quality, suitably challenging and appropriate to their ages and stages of development.

Relationships with parents, carers, and links with external agencies, are good. Parents are partners in their children's learning. Effective practice, such as, providing regular summaries of children's progress, and supplying parents with detailed information about forthcoming themes and ideas about how they can support learning at home, ensures good continuity between settings. The children's development files are easily accessible to parents in all rooms, with the exception of the baby room. Links with external agencies are successful in promoting positive outcomes for children. These include visits from some of the teachers at local schools where children will attend. Children with special educational needs are supported well and make good progress; teachers, parents and nursery staff work together so that learning is complimented between the settings. The key person provides daily feedback for parents and individual educational plans are followed. The displays and resources reflect the users of the setting and the wider world. The customs, music and food of all cultures are celebrated with children so they learn to value their own way of life and those of others.

Through efficient self-evaluation improvements are made. The whole staff team, the parents and children are involved in the process. The recommendations made at the last inspection are fully implemented. Toys, posters and resources now

enhance children's awareness of all aspects of diversity. Their welfare needs are more effectively promoted through providing updated information about the regulator in the complaints procedure. All the policies and procedures are routinely reviewed at least annually and updated whenever necessary. More visitors to the setting, such as a yoga teacher and a fitness instructor to carry out music and movement sessions, have improved children's health and well-being, as well being great fun. Planters to teach children about nature and where food comes from have been installed in the outdoor play area.

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

The children make good progress in their learning and development and there are good systems in place to ensure that the six learning areas are consistently covered. Observation and assessment records are made by the children's key person, these include what children are interested in, what they are learning, and their next steps for progression. Detailed information is gathered from parents before children start, so that staff can plan suitable activities on admission. Weekly plans of activities are informed by observing children to reflect the direction that they wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. For instance, a number of children are keen on animals so staff organised a day for them to bring in their pets, including dogs, hamsters, snails and guinea pigs.

Effective practices are employed to ensure that children learn how to keep themselves safe. For example, children are reminded not to stand up on the slide. They learn about fire safety because the drill is practised on a regular basis. Children learn well about caring for their environment and respecting equipment. They eagerly help with tidying away and bring in items from home on environment day to recycle as junk models.

Through discussions, involvement in food preparation and themed topics on food, children learn well about healthy eating. They are given fresh fruit and vegetables each day and eat with good appetites. The menus are balanced and nutritious. Children try foods from around the world, for example they love pasta and eat mild curries. Healthy lifestyles are promoted and outdoor play is a daily feature of the routine. Children benefit from daily fresh air and exercise outside. They use wheeled toys and balance with good control on stepping logs and beams. Babies are given lots of opportunities to practise their physical skills on rockers and small climbing frames. Toddlers and pre-school children have monthly music and movement and yoga sessions. These activities build coordination, muscle tone and children learn about the effects of exercise and what their bodies can do.

Children communicate well. Babies use facial expressions, sounds and gestures to convey their meaning and staff respond with enthusiasm to further their language development. Children like to look at books and listen attentively at story and singing time. They talk to the staff and to their peers and engage in conversations as they eat lunch at the table. The staff support children well as they play, they

are polite and respectful. Children have a good sense of belonging in the setting; they are well behaved and have friends they like to play with. The children receive plenty of praise, encouragement and cuddles from staff and they are all confident and happy. The 'kindness tree' is used to recognise good things that children have done in nursery and at home, which reinforces and promotes good behaviour.

Everyday situations are used very well to promote children's understanding of numbers and counting. For instance, when lining up to go out children are asked to form two lines, one for girls one for boys. They count the number of children in each line and are asked are there more girls or boys? Creativity is very much valued by the staff. Children take part in a myriad of art and craft activities and their work is displayed throughout the nursery. Children's knowledge of the world around them is advanced through inviting interesting guests to the nursery. These include fire-fighters, a vet, a dentist and a cook. Torches, magnifiers and computers are some of the items used by children to help them to learn about technology.

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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