

First Steps Private Day Nursery

Inspection report for early years provision

Unique reference number

316452

Inspection date

06/09/2011

Inspector

Andrea McGanity

Setting address

Newall Street, Littleborough, Lancashire, OL15 9DL

Telephone number

01706 378 888

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 Private Day Nursery is a privately operated nursery located in the Littleborough district of Rochdale, Lancashire. It opened in 1995 and operates from three rooms within a single storey building and there are also laundry, kitchen and toilet facilities. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, except for bank holidays. All children share access to a secure enclosed outdoor play area and also a covered outdoor area.

There are currently 35 children in the early years age range on roll. Of these, twelve children receive funding for early education. Children come from the local catchment area. The nursery supports children with special educational needs and/or disabilities. The setting is registered on the compulsory and voluntary parts of the Childcare Register.

There is a staff team of seven, the assistant manager has gained an Early Years degree. There are six other staff who are all early years qualified. There is also a qualified cook and a cleaner employed. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and achieving well in their learning and development. Generally children are kept safe and secure at all times and enjoy exploring the available resources both indoors and outdoors. Partnerships with parents and carers are a key strength and contribute significantly to ensuring children's needs are met. Self-evaluation is ongoing and all the staff are involved in identifying strengths for the future development of the nursery to ensure the outcomes for children are met.

What steps need to be taken to improve provision further?

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

- ensure that children are appropriately supervised at all times, with particular reference to the start of the day
- ensure regular evacuation drills are carried out particularly following changes to the building
- improve risk assessment to cover everything with which a child may come into contact, this refers to the flooring in the pre-school room.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff have good knowledge of local safeguarding procedures. They also understand the procedures should they have any concerns about the welfare of the children in their care. The manager has received recent training in safeguarding, and policies and procedures reflect requirements. Emergency evacuation procedures are usually practised regularly, so children become familiar with them. However since the new classroom has been opened no evacuation practise has been carried out and this means that staff and children's knowledge of what to do in an emergency is less secure.

All records required for the safe and efficient management of the setting are well maintained. These include risk assessments that are reviewed daily with effective action taken to reduce any identified hazard. Although most hazards identified are dealt with promptly, however written records do not always include all aspects or support staff in managing safety.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support the children in their learning. Staff know the children very well and are fully aware of the individual interests, needs and learning targets for their key children. The environment is well organised and accessible to the children. However at the start of day there are too few staff deployed for the number of children, this means that children are less well supervised and supported. Children's cultural and family backgrounds are valued and they learn to be proud of what makes them unique. All children are encouraged to view diversity and difference in a positive way.

Partnerships with parents are very strong and there are excellent systems in place to share information and to keep them informed of their child's care and performance. Parents are encouraged to contribute to their children's learning for example by adding their comments and observations in their child's development files. The setting follows guidance from other professionals for example the Area Special Educational Needs Co-Ordinator and incorporates this into the planning for individual children which means they are supported well. The management and staff team are very aware of their strengths and weaknesses. The staff team are well established with most working together for many years. They work well together to implement the changes and look for ways to improve the provision and outcomes for the children. For example the new extension has now provided the setting with an extra room to develop further and enhance the opportunities they offer to the children.

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

Children enjoy their time in this setting. They meaningfully engage in a wide range of activities which reflects their interests. This is because staff gather information from parents when the child commences so they have a secure knowledge of the child's likes and dislikes. The children are motivated and involved in their own choice of learning. For example they like to build their own den. Staff support this activity well with suggestions and resources. Good quality planning ensures that individual children are offered enjoyable and challenging experiences to make good progress towards the early learning goals. For example one baby enjoys singing and they use a song bag with props to encourage the baby to join in 'five little men in an alien spaceship' The older children engage eagerly in singing songs together and enjoy singing a song on their own for the other children to listen to. Children are active learners and are able to be creative and think critically. They have the opportunity to explore different materials through their senses such as sand and water. The older children explore wet and dry rice and the babies explore jelly in a large tray. Children enjoy exploring the outdoors and play exuberantly with a windmill and watch how it goes faster when the wind blows. They each take turns and listen to instructions.

The staff plan activities around each child's current interests and needs. They regularly observe what they do, record their progress and clearly identify what they need to do next. Children are developing good language skills. They enjoy looking at books and talking about what they see. One child brought some books in from home to share with the other children. Children have good opportunities to develop their writing and drawing skills as there is a well-resourced mark making area. The staff promotes children's knowledge and understanding of the world through a variety of activities, such as baking, playing with small world figures and using plants, logs and pebbles.

Children feel safe and effectively develop their understanding of issues relating to safety. They handle scissors effectively during cutting exercises. Children learn to understand and adopt healthy habits, such as hand washing, they talk about why it is important to wash their hands before snack time. Children gain confidence in making healthy choices about what they eat and drink. They have a home cooked lunch which all the nursery share together; enjoying a sociable time. The older children are given the responsibility for small tasks, such as collecting the plates, bowls and cups, and counting out how many they need for their table. They pour out their own milk at snack time which helps them to gain independent skills and they readily access water during the day to ensure they are kept well hydrated. They are well prepared for future learning.

Staff are good role models for the children as they talk calmly to the children during activities. Children behave really well in the setting because the staff set clear boundaries and give clear explanations. The children are encouraged to take turns and share. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the staff makes effective use of books and activities to introduce new ideas and 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?	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	3
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
--	---

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	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

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
--	-----