

# First Steps Childcare @ Chichester College

Inspection report for early years provision

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<b>Type of setting</b>	Childcare - Non-Domestic

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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 Day Nursery has been registered since 1990 and is owned by Chichester College. It operates in purpose built premises on the campus of Chichester College, to the west of the city. A maximum of 142 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. All children have access to secure enclosed outdoor play areas that have been designed to meet the needs of the specific age groups.

There are currently 183 children in the early years age group on roll. Of these, 58 children receive funding for early education. The nursery is registered on the Early Years Register. Children come from a wide catchment area and attend a variety of sessions and full day care. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 30 staff who work directly with the children. Of these, 26 hold appropriate early years qualifications and four are training on apprenticeships. In addition, there is a qualified manager and deputy, who are both supernumerary and four support staff who work on site.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are extremely happy and settled during their time at the nursery. Staff take the time to get to know the children and their families exceptionally well. As a result, all children's welfare, development and learning is promoted successfully overall, and children are making rapid progress towards the early learning goals. Staff, parents and children continually review the effectiveness of the nursery and self-evaluation is very effective, ensuring the nursery has the capacity to continue to develop, constantly improving the outcomes for all children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the outdoor play areas, to ensure outside play and learning is a reflection of the high quality provision offered inside to further enhance the children's outdoor experiences

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

All children are safeguarded effectively because all staff have completed child protection training and know how to implement the procedures to safeguard the children in their care. All visitors are required to sign in and out of the building to ensure a full record of everyone coming into contact with the children is maintained. Rigorous and robust recruitment and vetting procedures ensure all adults working with the children are suitable to do so. Children enjoy an extremely safe and secure play and learning environment because full risk assessments are completed and staff are vigilant throughout the day, ensuring any potential risks to children are minimised.

The nursery has made excellent progress since the last inspection and have fully addressed all previous recommendations. For example, staffing levels are now maintained at all times of the day to ensure children are effectively supported and parents now have ample opportunities to become involved in their children's learning. Effective self-evaluation takes place continually to ensure any strengths and areas for improvement are identified and acted on. For example, tracking systems have been developed to enable staff to rigorously monitor children's progress and development across all areas of the nursery. Staff, parents and children all have opportunities to contribute to the evaluation of the setting, which ensures steps are taken to action any suggestions to improve the overall effectiveness of the nursery. All staff are extremely proud of the work they do and they all take responsibility for their own personal role in the smooth running of the nursery.

All children's individual needs are being met exceptionally well because the nursery implements fully inclusive practice across the setting. All children are recognised and valued as unique individuals and differences are celebrated as children embrace diversity through activities, international festivals and using a wide range of multicultural resources on a daily basis. As a result, children are beginning to learn about the wider world and other cultures and beliefs from an early age. Exceptionally good systems are in place to effectively support children with special educational needs and those children who have English as an additional language. Staff deployment is exceptionally well organised, ensuring each and every child receives exactly the right level of support and sufficient challenges to reflect their individual learning, ensuring they continue to make excellent progress in all areas.

All children benefit greatly from the clear and open lines of communication between the nursery staff and their parents. Information is shared as soon as parents register their children, enabling staff to plan and provide activities to promote children's individual learning paths as soon as they begin attending. Parents have access to their children's records at any time and are able to make written contributions if they choose to. They are fully aware of their children's next learning steps and are able to extend their children's learning at home, helping them to be fully involved. Parent's views are actively sought by all staff, through discussions, newsletter reply slips, the suggestion box and regular feedback

questionnaires.

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

Staff have an exceptionally good understanding of the Early Years Foundation Stage framework and implement it excellently. Key people spend time observing what the children can do and identify their individual next learning steps. This information is used effectively to inform the curriculum for each child, planning for the children's uniqueness at all times. The vibrant and stimulating play and learning environment, and the exceptionally good interaction with staff ensures the children are interested and fully engaged in purposeful conversation and activities throughout the day. Consequently, children have great fun and enjoy their time at the nursery without realising they are learning. Staff are skilled at asking open-ended questions and encouraging the children to think about what they are trying to achieve. They have ample opportunities to experiment and explore the resources as they learn about the properties of different materials. Children of all ages are beginning to understand that text has meaning. They handle books correctly and enjoy listening to stories. Babies and young children laugh and giggle as staff bring the puppets to life with character voices as they tell stories. Children practise mark-making in a variety of ways and staff find exciting ways to engage the children. For example, children paint the tyres on wheeled toys and then ride across large sheets of paper, examining the patterns that are made. Younger children make patterns in the sand and corn flour and use an extensive range of tools and materials to create their own art work and ideas. Older children are able to write their names and recognise them in print during self-registration on arrival, at snack time and on their name cards. Children count the spoonfuls of ingredients as they make play dough for their room. They begin to experiment and wonder what will happen if they add more water. The mixture turns too soft and they talk with staff about how to 'fix it'. They discuss different options, such as, starting again, or adding more flour and salt. The children decide to add more flour to see if that will work, describing how the mixture is changing throughout the process. They carefully add cupfuls of flour and gradually work it into the mixture, showing excitement and a sense of achievement as they realise it is going to work. Children enjoy an extensive range of activities and experiences during their time in the nursery both inside and outside. However, the outdoor play and learning environment is not yet fully developed to enhance and extend the children's outdoor opportunities.

All children learn about the importance of safety within the group and often remind each other of the rules. For example, children ask each other not to run inside in case they fall and hurt themselves. Older children are able to explain exactly what happens during a fire drill, demonstrating a clear understanding of the evacuation procedures. Children help to risk assess the rooms in a simple way to develop an understanding of safety during their play. For example, children look around the room at the end of tidy up time to see if there is anything else that might be dangerous or cause an accident. Children talk to each other about how to use the scissors carefully and use a wide range of tools safely, such as knives to spread

their toast at snack time. Children also learn about the importance of good personal hygiene through activities, discussions and routines. As a result, children are developing exceptionally good self-care skills. Children talk about washing away the germs so they do not get poorly before they eat their meals. Children wash their hands at appropriate times with little or no encouragement, and use disposable paper towels to help prevent the possible spread of infection. Children are learning about the importance of regular exercise and recognise when their hearts are beating faster, talking about how they will get stronger.

Children behave well because they are fully occupied, engaged and interested in the available activities and play and learning opportunities. The staff implement the clear rules and boundaries consistently, ensuring children know exactly what is expected of them. They learn about right and wrong from an early age and are keen to show staff they can understand and follow the simple rules. For example, children remind each other not to run inside the building in case they fall and hurt themselves. Staff are very positive role models and take the time to recognise and acknowledge the children's achievements and efforts. They offer praise and encouragement to the children, building their self-esteem and confidence successfully. Children show high levels of independence throughout the day, as they self-select resources, confidently ask questions, make suggestions and chat openly with staff and their peers.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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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