

# First Steps Day Nursery

Inspection report for early years provision

---

**Unique reference number**

120033

**Inspection date**

29/06/2012

**Inspector**

Nadia Mahabir

**Setting address**

Guildford Road, Chertsey, Surrey, KT16 0PZ

**Telephone number**

01932 722192

**Email**

dawn.hunt@asph.nhs.uk

**Type of setting**

Childcare - Non-Domestic

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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 opened in 1991. It operates from purpose-built accommodation in the grounds of St Peters Hospital, Chertsey, Surrey. It provides a childcare service to the employees of St Peters National Health Service Trust as well as some external families. The children are separated into age groups and have access to their own section of the gardens. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for 81 children aged three months to eight years. There are currently 98 children aged from 3 months to under five years on roll. The nursery is open five days a week from 7am to 6pm, except for Christmas and bank holidays. Children attend on either a full or part-time basis. The nursery receives funding to provide free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and those learning English as an additional language. The nursery employs 21 full- and part-time staff; of these, 18 hold relevant qualifications in teaching and early years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, staff nurture all children effectively in an organised and child-friendly nursery. Interesting activities and resources help children to make good progress in their learning and development. The effective partnership with parents supports a two-way flow of meaningful information for children's care and welfare. The nursery demonstrates a good capacity for continuous improvement. Proactive evaluation by staff of all aspects of the nursery supports their strong aspirations for developing the provision further.

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

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

- develop practices to enhance children's independence during meal times.

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

Staff place a strong emphasis on safeguarding children and understand the procedures to follow if they have a concern about children's welfare. Clear and well-presented policies underpin the nursery's practices with regard to safeguarding. All staff hold appropriate background checks. The premises are secure and staff supervise the children closely at all times. Staff maintain detailed risk assessments, which they review regularly. This process is effective in minimising potential hazards to children and adults.

The nursery provides age appropriate base rooms and staff are well deployed in supporting all children to have independent learning experiences. The environment is stimulating, child-friendly and inviting. The presentation of the resources is imaginative and exciting, attracting children to interact and take part in learning experiences. The baby room provides stimulating exploratory experiences. For example, there is a large soft ball pit area with soft bollards and cushions, tents, tunnels and musical instruments. The furniture, resources and equipment are safe and age appropriate for the children's use. Staff are supportive yet unobtrusive, allowing children to work and play without dominating them. The result is confident and independent children with a good sense of self, and belief in their own achievements. Children have use of well equipped, safe and secure outdoor learning areas that they are able to access easily. Part of the process of continuous improvement includes creating raised beds for children to plant and grow their own flowers and vegetables.

The nursery promotes inclusion well. Effective systems are in place to support children with special educational needs and/or disabilities and those learning English as an additional language. Regular staff meetings help staff to meet children's interests and needs effectively. Staff value the children's participation and respect their contributions, including these in the weekly plans. Staff have strong and effective working partnerships with parents. For example, staff encourage parents to extend their children's learning at home, such as suggesting activities to promote communication. Parents comment favourably on the care their children receive and state that they are happy with the nursery. Partnerships with other professionals are successful. Staff implement programmes effectively, which help to support children's individual developmental needs. They make successful links with local schools, for example, by providing written summaries of children's progress. The nursery strongly promotes children's learning and welfare as there is a proactive ethos to evaluate all aspects of the provision. The nursery implements good systems for self-evaluation, which enable the identification of areas for improvement. The staff team is dedicated towards improving the provision wherever possible.

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

Children make good progress in relation to their starting points and capabilities. They enjoy their time at the nursery, responding enthusiastically to the activities and resources available. Staff display different languages within the nursery environment, increasing children's knowledge of the wider world. Children learn to respect their own and others' cultures and gain a sense of self through interesting activities and creative projects. Staff collect observations and photographs to build a comprehensive overview of all children's progress and to identify the next steps in learning.

Play is purposeful and staff integrate all areas of learning into activities. Children are happy, active learners as a result. Imaginative play is rich, with children acting

out events from home and from experiences in the nursery. For example, the role play area allows children to develop skills as they dress and feed the baby dolls and arrange the home corner to suit their play. Children are busy and engaged in their play, mostly having free choice and time to complete activities and investigations that interest them. Children are skilled communicators with a wide vocabulary for their ages. They enjoy singing, stories and looking at books. Babies and young children make sense of the world through a good range of sensory activities. For example, staff encourage them to explore their surroundings and they provide interesting play materials. This approach helps young children to gain the confidence and skills to enable them to become inquisitive learners. Easy access to the stimulating outdoor area encourages children to extend their physical skills, as well as to enjoy fresh air and exercise. For example, they balance, swing and climb using a range of materials, including recycled tyres, wooden beams, wheeled toys, balls and skipping ropes. The effective use of open-ended questions by the staff is a key strength in the nursery and promotes the children's skills for the future. The older children competently operate the nursery's computer, digital technology and interactive whiteboard. The numerous packages available extend children's numeracy and literacy skills effectively.

Children show that they can take care of their personal needs independently. Simple visual pictures in the bathroom area remind them of hand washing routines effectively. Children receive healthy nutritious snacks and meals. However, staff serve children's main meals for them, limiting their ability to develop additional responsibility and independence. Children are learning to treat others with respect and this contributes to their good behaviour. Children receive lots of praise for their achievements and they show pride in learning new skills. Staff celebrate and display children's individual achievements both at home and within the nursery on the 'We are all different and we are all special' notice board. Children's self-esteem and confidence is strong as a result. All children, including babies, show a strong sense of security and belonging within the nursery. Children demonstrate good knowledge of how to keep themselves safe, moving safely around obstacles, and using equipment carefully.

## 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>	2
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>	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
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://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