

First Steps

First Steps Nursery, Breary Rise, Bramhope, LEEDS, LS16 9AL

Inspection date

Previous inspection date

11/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Overall quality of teaching is very good; practitioners use skilful questioning with lots of open questions to make children think, resources are used and activities are planned to promote all areas of learning well. Therefore, children are actively involved and enjoy and achieve in their play and learning.
- Partnerships with parents are very strong, and overall they are fully included in the setting and in their children's learning and development.
- Practitioners value the children and constantly promote their independence through self-registration, dressing and including them in the preparation and serving of the meals. As a result, children are confident and well mannered and have a good understanding of the rules and routine of the provision.
- The management team is very strong and clearly leads the provision to implement the new changes in the Early Years Foundation Stage.

It is not yet outstanding because

- the arrangements to include parents' contributions to the assessment of children on entry are not used as part of the initial assessment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children indoors and outdoors.
- The inspector discussed the leadership and management questions with the leader.
- The inspector looked at the policy and procedures and the systems in place for safe recruitment.
- The inspector spoke to parents and took into account their views.
- The inspector looked at the arrangements for assessment and observations.
- The inspector looked at the systems in place for planning.
- The inspector carried out two joint observations one with the proprietor and one with the area manager.

Inspector

Thecla Grant

Full Report

Information about the setting

First Steps was established 15 years ago and re-registered in 2012. It is situated on the grounds of Bramhope Primary School in the Bramhope area of Leeds and operates from a self-contained unit attached to the school. The premises are accessible to the community and wider area. Children have access to a secure outdoor play area and a wildlife garden

which is separate, but within the grounds of the school.

The pre-school is open each weekday in term time only from 8.30pm until 4pm. It is registered on the Early Years Register and has 55 children on roll aged from two and a half to four years old. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 permanent staff members, of whom one has a level 4 qualification and the rest hold level 3. There are two members of staff with Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- include parents' contributions to the assessment of children on entry to the provision.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a good knowledge and understanding of how children learn and provide a wide range of activities across the prime and specific areas of learning to support children's development. Therefore, children thoroughly enjoy a stimulating environment that offers enough challenge for them to remain motivated to learn and find things out for themselves. Children thoroughly enjoy outdoor play and enhance their physical development as they play on the sit-and-ride toys and climbing resources, and practise their balancing skills on the planks. Children are also provided with fresh challenges to identify any gaps in their development. For example, older children show they need more practise in standing on one leg so that they can use the hopscotch activity unaided.

Observations and assessments include the prime and specific areas, and the next steps for children are planned. The quality of teaching is of a high level. Practitioners skilfully use lots of open questions to make children think, promote their listening skills and extend their understanding. For example, children involved in the 'wardrobe' activity enjoy cutting photographs of the clothes they would like to put in the wardrobes they have made. The activity is extended through discussions on what children wear in the summer and autumn, discussions about the texture of different wardrobes and children's aesthetic appreciation of the different colours of clothes they have found.

Parents are actively involved in their children's learning because the key person constantly

informs them of their children's progress and encourages them to share their skills in the provision. As a result, parents come into the provision to read to the children in their home language. Parents are also invited to share their professional skills with the children as part of particular topics, such as oral hygiene. Parents are encouraged to share what their children's interests are at home, and this is recorded, along with their key person's response to how their children's interest has been supported. Planning is also displayed for parents to see what their children learn during the day. Information shared by parents on their child's entry to the provision includes their care, development and interests. However, this information is not routinely included as part of the initial assessment on entry. As a result, children's starting points are not consistently reflected with the views of parents.

The contribution of the early years provision to the well-being of children

The provision is warm and welcoming with a good variety of resources to support and challenge the children's learning. It clearly creates opportunities for children to continue to develop in self-confidence and self-esteem through well-thought-out procedures. For example, on entry to the foyer children self-register, as a result, they learn about the daily routine from the moment they first enter the provision. Children have formed strong bonds with their key person and the practitioners, know the routine of the provision well and manage their own hygiene and personal needs. They are also included in the preparation of snacks and learn how to use a knife to cut the fruit and vegetables provided. To further promote children's confidence and self-motivation, a self-service system is in place to teach them how to serve their own food and how much they are able to eat at one time. Meal times are a social occasion where children continue to learn about etiquette, such as good table manners and saying 'please' and 'thank you'. As a result, children are well behaved, friendly and settled.

Relationships with practitioners are good. Children have developed a strong relationship with their key person and the practitioners at the provision. As a result of this, they confidently ask for help when they need it and politely listen and follow instructions when they are assisted in doing things for themselves, for example, putting on their coats and shoes. Children also have a good understanding of how to keep themselves safe while at the setting. This is displayed in their play and their understanding of the procedures in place for emergency. Practitioners also have a very good understanding of safeguarding and fully implement the comprehensive risk assessment to ensure risks to children are minimised. Practitioners work very well together as a team, especially in difficult situations. For example, they make sure children are safe and well cared for while waiting for their photographs to be taken. Practitioners also have a very good understanding of the child protection procedures and are able to effectively identify the signs and symptoms of abuse. As well as this they are able to follow the prescribed procedures in place to report any concerns.

Links made with other providers are good; the provision includes childminder's by providing them with the planning so they can support children when at their provision. They also have close links with the school and include transition visits for children to meet the reception teacher. The final exit assessment is shared with the school, along with the

transfer records. Further to this, parents are invited into the setting to discuss the progress of their children and to meet with the teachers.

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

The provision is led very well by a management team that is insightful. There are clear distinctions on the role of the leaders and managers; and those managing the provision have developed a clear overview of the educational programme. As a result, parents are aware of the new Early Years Foundation Stage changes. Arrangements are primarily in place to monitor children's progress and identify children who may need extra support. Robust systems are in place for staff recruitment and to ensure those caring for children are suitable to do so. Practitioners also receive regular staff appraisals where their training needs are discussed and addressed. Clear guidelines are in place for staff induction. As a result, all staff know the routine of the provision and the management structure.

The management team have a clear understanding of the safeguarding and welfare requirements. Therefore, they have identified who will take the lead responsibility in child protection. Those taking the lead have organised training for all of the practitioners to make sure they are able to recognise if a child is at risk. Well-written policies and procedures are in place to ensure children's welfare and safety are met. These include a clear and concise child protection policy, which is available for parents to read. Risk assessments are used as working documents to make sure children and adults are safe while in the setting. The management team evaluates the setting through questionnaires sent out to parents and job chats where practitioners can share their ideas. Therefore, the strengths and weaknesses of the provision are identified. Improvements made to the provision include a new security door with keypad access to ensure intruders cannot access the provision.

The management team recognises the need for practitioners to hone their skills. As a result, they have introduced an 'outdoor champion' who is responsible for organising the outdoor area to ensure children access a wide range of activities. The leader has developed partnerships with the local authority and attends cluster meetings and multi-agency meetings to keep abreast of any changes in childcare and education. The relationship with parents is paramount to the provision, therefore, a parent representative is in place. Further to this, newsletters are devised to keep parents informed of what is happening in the provision and the leader has also introduced an open day before nursery opens each term. As a result, partnership with parents is excellent in most respects.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are

		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444231
Local authority	Leeds
Inspection number	790068
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	55
Name of provider	Cliffe House Day Nurseries Ltd

Date of previous inspection	Not applicable
Telephone number	07738 933 893

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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