

First Little Steps

King Georges Playing Field, Tudor Drive, Morden, SM4 4PN

Inspection date	23/11/2012
Previous inspection date	19/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children make large strides in their personal, social and emotional development.
- Children are highly motivated to learn through good quality resources that stimulate their imagination.
- The strong staff team are supported well from a manager/owner who is passionate about the nursery environment.
- Staff have a good understanding of safeguarding children. They undertake training and involve children in activities that raise their awareness of safety.

It is not yet outstanding because

- Although there is a system for self-evaluation it does not take full account of the views and ideas from parents and children.
- The setting welcomes children who have English as a second language but staff do not embrace other languages in nursery rhymes or display visual images of other languages spoken in the nursery.

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 met with the manager to discuss her style of leadership.
- The inspector observed activities in all playrooms, outside play areas and joined the children on a 'bug hunt'
- Parents were asked for their opinions of the nursery and were happy to have discussions with the inspector and give their views.
- The inspector fed back findings of the inspection to the manager/owner at the end of the day.

Inspector

Gillian Cubitt

Full Report

Information about the setting

First Little Steps nursery registered in 2011. It is registered on the Early Years Register and is privately owned. The nursery occupies an upstairs maisonette which is part of a pavilion that is situated within King George's Fields, Morden. Children access the provision through the main front door of the house and have one flight of steps to the first floor. There are three main playrooms and a sensory room for quiet activities. Children's toilets and kitchen/office area are on the same level. There is an enclosed outside play area and children also have the use of the playing fields for outings.

The nursery opens on weekdays, during school term time, from 9am to 12 noon. Children may stay for lunch and there is an afternoon session from 1pm to 4pm. There are currently 34 children on roll between the ages of two and three years of age. There are five members of staff, three of whom hold appropriate early years qualifications and one member is working towards a relevant qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the self-evaluation process by obtaining the views from parents, children and others involved in the nursery.
- develop the provision to support children who have English as an additional language by acquiring knowledge of simple rhymes in other languages as well as displaying posters of the cultures and languages of the children who attend.

Inspection judgements

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

Children look forward to joining their friends in a very stimulating bright environment. The atmosphere is one of busy activity showing that children are keen to learn. Staff challenge children through open-ended questioning and enthusiastically value their contributions. Activities link closely to children's interests and preferences due to the secure knowledge staff have on each child as well as the methods used for assessing children's progress. As a result, children become engrossed and fully involved in their play. Evaluations of activities and the areas used by children help staff to enhance the play environment to support children's learning. For example, the move from downstairs to the upstairs rooms gave staff space to organise each playroom with a purpose. The mathematics room is full of brightly coloured resources that attract children. They identify three-dimensional shapes in blocks and puzzles and then extend their knowledge by showing how these shapes match the two-dimensional pictures, which they move around on the white board. Some children who are learning to recognise words have opportunities to match the word with the shape, which extends and challenges their thinking in a fun way.

In another room, children have an abundance of resources to develop their expressive arts and design skills. Younger children enjoy feeling the textures of dough, pulling and rolling

it into different shapes. The water and sand play also engages children for sustained periods in concentration as they sieve sand through their fingers and children discover how water flows through different containers. All children show enthusiasm for their current 'mini-beast' project. They have been outside looking for tiny living things and show delight in their discoveries. They show their learning and understanding by matching what they see to the pictures on their laminated mini-beast sheet. Children also correctly use tools such as magnifying glasses to get a closer look. Indoors, older children begin to draw pictures while younger children enjoy singing songs related to the mini-beast world. They particularly enjoy joining in with the 'ant marching' song with some children beating musical instruments as they move around their room. All children talk about butterflies and become excited when staff suggest painting their soles of their feet to make footprints, to make into butterfly pictures. Children laugh with delight at the tickling sensation as staff paint their feet; children show pride in creating their individual pictures.

Children benefit because they have a quiet, sensory room, where they enjoy sitting with their friends to look at books. Girls hold hands whilst sharing a story between themselves and staff engage boys in stories that appeal to them such as superheroes and fire fighters. All children enjoy dressing up and wear their costumes throughout the day. Boys especially enjoy putting on tabards and helmets. Using their imaginations well, they help themselves to straws to pretend they are hoses for putting out fires. Staff join in with the children's activity, reinforcing their awareness of safety.

Children are active talkers and staff are good listeners giving children every opportunity to express themselves. As a result, children's fluency in communicating is good and staff are continually extending their vocabulary. Children who have English as a second are also making good progress, although there is a lack of information, posters and activities that reflect the various languages children speak at home.

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

Children are happy and relaxed because they feel safe in a secure environment. The good settling-in arrangements mean children separate from their parents confident in the knowledge that their key person and staff team are always there. Staff are vigilant about safety, completing risk assessments and evacuation fire drill practice where children join in. On outings, children are also encouraged to look for hazards, which raise their awareness of safety.

All areas in the environment are well maintained and positive practices support children's health. Children have daily outside play and activities where they enjoy exercise with fun such as creating puddles with water and happily jumping in these to create a splash. Many other activities such as a good range of equipment sustain children's interest in rigorous exercise. Rest areas are also available in the sensory room where children go to relax when they feel the need. Children become increasingly independent in their personal care needs. For example, children use the pump soap hand wash and running water to clean hands without prompting showing their daily practice. Buffet fruit snacks support children's independence. Bright posters inform children about different fruits and staff chat

with children to challenge their thoughts on eating healthily.

Staff are consistent in their expectations with regards to children's behaviour, which they manage in a quiet, calm approach. Children show exceptional manners, saying excuse me when they wish to pass by as well as 'please' and 'thank you' during snack times. Children show respect for their friends and play cooperatively. Staff constantly recognise children's good behaviour by giving praise. Children also like to receive special stickers in recognition for their achievements as well as good listening and kindness towards others. As a result, children become thoughtful as they develop an awareness of the needs others. Through playing with resources and embracing some cultural festivals children further develop an understanding of the wider world, which helps to ease their transition into other settings and school.

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

Strong leadership and the very effective team working means that all those involved within the setting strive to offer the very best care for children. Rigorous procedures are in place for staff recruitment and vetting, which includes checking the suitability of staff, students and volunteers. This helps to protect children from harm. All staff have a clear understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for both learning and development and welfare. This is due to thorough induction procedures. Staff have a positive attitude towards acquiring skills and developing their continuous professional development. This helps them to improve their knowledge, understanding and practice to benefit the care and support they offer to children. Regular staff meetings help to ensure a consistent approach, which means children feel secure and settled.

Self-evaluation and monitoring is in place although in an informal way. The owner/manager understands the importance of developing this aspect of the service to improve quality of the provision and seeks ideas from her staff team to identify strengths and weaknesses. There is a system through staff meetings to review the curriculum, which helps staff to identify children's needs and learning preferences. An action plan for staff to monitor each other also helps staff improve their skills by sharing practice. The setting also welcomes views and ideas from parents and children although these are not fully included into the self-evaluation process.

The partnership with parents is very good. They value the flexibility of service the staff and the setting offers. All parents confirm their high degree of satisfaction with the progress their children make. Some parents compare the nursery to others they have visited and say this nursery is "fantastic, my child loves coming here". Parents complete comprehensive details about their child before starting which helps staff build upon children's starting points. On-going consultation also keeps parents fully informed on children's progress. This also includes supporting parents where children have identified special educational needs. Through close monitoring of children's development staff are able to make links with appropriate agencies to support children's needs. These strong

partnerships with other professionals show the effectiveness of early intervention in helping children make good overall progress in their learning and development.

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

EY426071

Local authority	Merton
Inspection number	887822
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 24
Total number of places	24
Number of children on roll	34
Name of provider	Michelle Coker-Hounslow
Date of previous inspection	19/10/2011
Telephone number	02087220510

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Type of provision

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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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