

# First Steps at Chestnut Street School

Ruskington Chestnut Street C of E Primary School, 19a Chestnut Street, Ruskington, SLEAFORD, Lincolnshire, NG34 9DL

<b>Inspection date</b>	17/09/2012
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	Not Applicable	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 are happy, motivated and eager to learn. They show high levels of independence, imagination and perseverance.
- Practitioners have high expectations of children and understand how young children learn. They are skilled at questioning children during activities to improve their learning.
- Parents are very happy with the setting and practitioners make them feel welcome. They are supported to extend their children's learning at home.
- The manager carries out regular observations of the provision to ensure good standards are maintained. The setting's self-evaluation clearly identifies areas for improvement and seeks the views of others.
- There are very strong links with the attached school so children are well prepared for the next stage in their learning.

### It is not yet outstanding because

- Children's progress in early writing skills is not as effective as possible because the outdoor environment lacks resources to promote writing for a purpose.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took into account the views of parents and carers spoken to on the day and information from the self-evaluation form.
- The inspector observed children during indoor and outdoor activities.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector held meetings with the manager and some staff.

## Inspector

Joanne Gray

## Full Report

### Information about the setting

First Steps at Chestnut Street was registered in 2012. The provision is situated in Chestnut Street Primary School in Ruskington, Lincolnshire. The setting has the use of a designated classroom for the pre-school and the drama studio for the after school club. Access to both facilities is at ground level. There are several fully enclosed areas for outside play and car parking is available for parents.

The setting provides care on Mondays to Fridays during term time only. The pre-school is open from 8.45am until 11.45am. The after school club is open from 3pm until 6pm. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Children over eight years and up to the age of 11 years also attend the after school provision. On occasions, children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

The provision employs suitably qualified and experienced managers and staff. The setting 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:**

- develop opportunities for children to access equipment for making marks outdoors in order to further extend children's writing skills.

### **Inspection judgements**

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

Practitioners use information from parents to do initial assessments which enable them to plan suitably challenging activities for children. They continue to monitor children's progress using observations and keep informative 'Learning Journeys' using photographs to illustrate their progress. There is a good balance of child-initiated and adult-led activities. Practitioners have a detailed knowledge of the Early Years Foundation Stage and provide a balanced curriculum linked to children's interests. They know their key children well and provide toys and resources they are interested in and enjoy. Children are motivated and become engaged in their play because they can move resources around the room. For example, children made a cake with dough and took it to the oven in the home-corner; they then had a party and invited all their friends.

Children listen well in small groups and enjoy joining in with stories and rhymes. Their literacy skills are developed because they learn to recognise their own names for self-registration as they hang up their coats. Inside, there are a wide range of books and an area for making marks, where children draw pictures and make birthday cards. However, not enough emphasis is placed on encouraging literacy skills outdoors. Consequently, those children whose preference is for outdoor learning have less opportunity to extend their skills further in this area. Children develop mathematical skills, for example, for example as they count the candles on the birthday cake they have made with the dough.

Practitioners use mathematical language at snack time as they talk about cutting the apple into two halves.

Regular opportunities for outdoor play ensure children are learning to be active and understand the benefits of physical activity. They learn to take risks on the large climbing equipment and ride around confidently on bikes. Children are developing an understanding about natural and found objects as they explore the autumn resources and talk about the 'prickly' conkers. They learn to care for plants as they grow tomatoes in the outside area; they enjoy picking the ripe, red ones and wash them for their snack.

Children enjoy a variety of role-play opportunities throughout the session. Practitioners enhance this play by adding a variety of props to stimulate the children's imagination. For example, a range of baby dolls and recycled boxes have been introduced to the home corner. Children played for an extended period creating a beach scene with pebbles and sand. Practitioners developed their learning as they discussed with them ways to create the sea and they decided to use a shallow tray to contain the water.

Children have opportunities to become very independent as they confidently pour their own drinks, spread their butter with a knife and cut the bread at snack time. Practitioners use open-ended questioning to test children's ideas and encourage them to think about how they can do things. For example, when a ball disappeared under a hedge they discussed ways to get it out again.

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

The key person system works well in the setting. Children are very settled and have built secure attachments with practitioners. They enter the room confidently and separate from their parents without support. The environment is very well-resourced and is arranged to support children's independence and free-choice. Children have high self-esteem because practitioners recognise and celebrate their efforts and achievements. They are supported to feel safe in the setting and can share any concerns with practitioners. For example, when children recalled spilling their milk and were worried about pouring it again, practitioners supported them to have another go and praised their efforts.

Children are gaining an understanding of risk through activities that encourage them to explore the environment. For example, they access a large climbing frame and learn how to come down safely with an adult nearby. Children play well together and are encouraged to share resources. Practitioners are good role models; therefore, children's behaviour is consistently good. Children learn about the importance of a healthy diet because practitioners provide healthy snacks and introduce new vegetables and fruit to them. The snack table is surrounded by a display of photographs showing healthy foods.

Children are well prepared for moving into the school as they regularly visit the Reception classroom and share learning opportunities with the older children. A puppet, Lewis, is used effectively to support transitions to school. Photographs of him visiting the school are displayed for children, and a larger version of the puppet starts school with them at the

start of a new term.

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

The setting has clear and concise safeguarding policies and procedures, which are well understood and implemented by practitioners. All practitioners are given a comprehensive induction into the setting, and appraisals and supervision are provided at regular intervals. Regular in-house training opportunities are provided, and practitioners are encouraged to attend training courses to support their development. Managers have trained and supported practitioners to implement the revised Statutory Framework for the Early Years Foundation Stage during the summer holidays. In addition, an electronic recording system has been introduced to track children and give an overview of their development. Therefore, everyone has a secure understanding of the curriculum and can plan a broad range of experiences to ensure children's progression towards the early learning goals.

There is a thorough self-evaluation process in place, which takes into account the views of others and is informed by careful observations of the activities provided. The manager transfers the planned improvements onto an action plan which is regularly reviewed by the whole team. Recent improvements include an additional, secure, outdoor area. This area has increased children's choice and independence and is very well used.

Relationships with parents are well-established; they are made to feel welcome and told the inspector that practitioners are 'very professional and friendly'. They also said they receive lots of 'face-to-face feedback' and are happy that their children 'learn through playing'. Practitioners understand the importance of working with other professionals to ensure children receive any additional help they need.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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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.
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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

<b>Unique reference number</b>	EY442095
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	786178
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	64
<b>Number of children on roll</b>	2
<b>Name of provider</b>	Diane Smith & Susan Jenkins
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

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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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