

First Steps Day Nursery

Central Manchester University Hospitals NHS Foundation Trust, Manchester Royal Infirmary, Oxford Road,
MANCHESTER, M13 9WL

Inspection date	09/11/2012
Previous inspection date	12/01/2009

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

- The key person system is well established in the nursery which means that staff know the children well.
- Frequent observations and assessment support children's learning and ensure that their next steps of development are clearly identified and planned for.
- Parents are fully involved in their child's learning and development; they have input into identifying children's starting points and planning for their continued development.
- Effective self-evaluation processes are in place which identify areas for development within the nursery and take into account the views of parents and staff.

It is not yet outstanding because

- Opportunities to fully support children in the acquisition of new language are not fully used as staff do not always pick up on children's comments and interests during activities.
- The outdoor play area is not fully used to provide opportunities and resources for children to complete activities in different ways and on different scales than when indoors.

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 activities within the seven playrooms and the outdoor play area.
The inspector looked at children's assessment records, planning documentation,
- individual education plans, evidence of the suitability of staff working with the children and other documentation.
- The inspector held meetings with the managers and the registered person.
- The inspector took into account the views of parents spoken to during the inspection and from the providers self-evaluation form.

Inspector

Shelley O'Brien

Full Report

Information about the setting

First Steps Nursery was originally registered over 20 years ago and was re-registered in 2005. It is registered by Ofsted on the Early Years Register and is situated in purpose-built premises, within the grounds of Manchester Royal Infirmary in Manchester. The nursery is governed by Central Manchester University Hospitals Foundation Trust and mainly serves National Health Service staff. A small number of places are also available for the local community. The nursery operates from eight rooms, and there is a fully enclosed area

available for outdoor play.

The nursery employs 24 members of childcare staff who work directly with the children, the managers are supernumerary at all times. All staff hold appropriate early years qualifications. One member of staff has Early Years Professional status, two staff hold a degree in early years, two staff hold a qualification at level 4 and the remaining 19 staff hold a qualification at level 3.

The nursery opens Monday to Friday all year round with the exception of a week at Christmas and bank holidays. There is also a compulsory closure for two days during February each year for staff training. Sessions are from 7.15am until 5.30pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop the outdoor play area to enhance children's enjoyment and learning within the seven areas of learning
- enhance children's language acquisition by following their lead and talking about what interests them.

Inspection judgements

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

Children benefit from a wide range of activities in the nursery, which support their development in all areas of learning. Individual planning is clearly linked to robust observations and identified next steps for learning and development. All practitioners have received training on the revised Early Years Foundation Stage, understand it and implement it well. This means that children's individual needs are met because practitioners have a secure understanding of how to promote their learning and development. Practitioners have a good understanding of how children learn and know when it is appropriate to sit back and observe children and when to become involved in their play. Children's individual learning journey records are well maintained and include their starting points, tracking documents to support future plans and parental input. Parents have access to their child's learning journeys and engage in regular discussions with their child's key person.

Children have ample opportunity to make marks as each room has a writing and mark-making station. Children of all ages independently use the area and are excited to show off their work. Understanding of the world around them is embraced at the nursery, with children participating in the celebrations of a wide range of festivals, including Eid and Diwali. Children also learn about Remembrance Day and create their own poppies. Christmas preparations have begun at the nursery, and children are able to create pieces of art work for this celebration. For example, children have free access to large pots of glitter, which they pour and shake over their paper or into trays to get the effects they desire. Children also learn about their local community and benefit from receiving regular visits from a variety of people, including the fire service and the fire rescue dog, the police service and hospital staff, all of which support children's learning. Children communicate well with each other and generally display a good range of vocabulary. However, staff do not always pick up on children's comments and interests during activities in order to further enhance their language development and introduce them to new vocabulary and ideas.

A wide range of indoor resources that cover the seven areas of learning are available. These enable the children to freely access toys and equipment of their choice while being fully supported by their key person. This promotes their independence and allows children to follow their interests. However, the outdoor environment is less well-resourced to promote all areas of learning on a larger scale than indoors. Babies have fun and use their senses as they access the sand or treasure baskets, where they explore boxes, bottles, containers and pomanders of various smells. Children's creativity is supported well through having good access to a range of role-play equipment and craft materials.

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

A well-established key person system helps children to form secure attachments. As a result, children are happy and content at the nursery and show high levels of self-confidence. For example, they confidently move around the playrooms and select equipment to play with. Children moving from one room to another are well supported in the nursery, and benefit from settling-in visits to the new room. During this time, the key person completes a development summary to give to the child's new key person in preparation for their arrival. Parents are also well informed of and contribute to this process.

Children are given opportunities to develop physically and develop their understanding of self-care. The nursery has received a visit from the dental team to support children in their understanding of looking after their teeth. Children happily brush their teeth following their main meal and are eager to do so, reminding staff when it is time. Children also participate in trips to local areas of interest, for example, they are due to visit the local art gallery and regularly visit the roof-top play area at the children's hospital. The nursery has a large outdoor play area for the children to access daily, where they benefit from fresh air and exercise. Good hygiene routines are established, and children independently wash their hands prior to any meal. A varied menu is available with children having a choice of

two main meals at lunch time. Special dietary requirements are catered for within the nursery to ensure that children's individual needs are met.

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

Arrangements for safeguarding children are strong and well-established because leaders and managers understand the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners know and understand their responsibilities for child protection and have received safeguarding training. They follow robust policies and procedures to protect the children. All staff have a first aid qualification, which means that they are able to respond to children's needs effectively, and further paediatric first aid training is planned for next year. Yearly compulsory training days for the staff team ensure all staff are kept up -to -date with qualifications and identified developmental areas. For example, this year staff received training on the revised Early Years Foundation stage and on observation and planning.

Planning and assessment are monitored and guided by a strong leadership team to ensure that they are based on a good understanding of how young children learn and develop. Regular team meetings ensure a consistent approach is applied. Parents and carers are invited to support the children's learning in the nursery. Strong links fully involve parents, and they are kept regularly informed of their children's development through daily diary sheets or verbal feedback. A parents' focus group ensures parental views are taken into account, and parental questionnaires support this to allow for improvements to be made.

Self-evaluation at the nursery shows achievable and realistic targets that are being worked on by managers, who take the comments of parents and staff into account when reviewing this. Peer-to-peer observations allow managers and staff to identify areas for development, and this effectively links to staff appraisals and supervisions. Robust recruitment and selection procedures ensure staff are suitable to work with children, and a rigorous induction programme ensures they have the relevant skills and are familiar with the setting's policies, procedures and goals. The nursery management team is further supported by the hospital trust's human resources team. The action and recommendations from the previous inspection have all been addressed and have had a positive impact on the provision and on children's 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	EY302828
Local authority	Manchester
Inspection number	899237
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	89
Number of children on roll	108
Name of provider	Central Manchester University Hospitals NHS Foundation Trust
Date of previous inspection	12/01/2009

Telephone number

0161 276 4299

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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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Piccadilly Gate
Store St
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M1 2WD

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