

Forward Steps (Yorkshire) Ltd

123-127 Summer Lane, Wombwell, BARNSELY, South Yorkshire, S73 8TU

Inspection date

Previous inspection date

17/12/2012

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

- Robust partnerships with parents ensure that they actively contribute to educational programmes and information about learning at home is effectively used in planning. This means that children enjoy consistency in their learning and development.
- Children are very well-prepared for school because there is a strong emphasis on developing their peer relationships, independence and understanding of self-care.
- Children's individual needs are met very well because robust recruitment and a strong focus on professional development, ensures that all practitioners have the skills to support them.
- Children make good progress in their learning because detailed observations and assessments identify their interests and next steps. As a result, targeted educational programmes are stimulating and present age-appropriate challenges.

It is not yet outstanding because

- Communication skills of children who speak more than one language are not always fully promoted because there are less opportunities to see and use their home language in the setting. For example, through displays, books and props.
- Self-evaluation is not yet fully effective because not all identified areas for improvement have been addressed. For example, a local authority recommendation to display words in different languages alongside English has not been implemented.

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 introduced herself to the deputy manager.
- The deputy manager gave the inspector a tour of the premises and introduced her to the staff and children.
- The inspector discussed the plan for inspection.
- The inspector asked the staff appropriate questions throughout the inspection.
- The inspector observed children in each room and completed a joint observation with the manager in the outdoor area.
- The inspector gave feedback.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Forward Steps (Yorkshire) Limited was registered in 2012 on the Early Years Register. It is situated in a purpose built premises in the Wombwell area of Barnsley. The nursery serves the local area and is accessible to all children. It operates from seven rooms and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of child care staff. Of these, one holds an appropriate early years qualification at level 6 and six hold early years qualifications to at least level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm.

Children attend for a variety of sessions. There are currently 27 children attending who are within this age group. The nursery provides funded early education for two-, 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:

- improve the use of props and displays to promote opportunities for children who speak more than one language, to see and use their home languages
- enhance the process for evaluating practice so that all identified areas for improvement are addressed effectively.

Inspection judgements

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

Early years practitioners have a detailed knowledge of the Early Years Foundation Stage learning and development requirements, which means that children's strong progress across the seven areas of learning is recorded comprehensively. A keen focus on learning and development for all children has prompted a review of planning by all practitioners and educational programmes that differentiate to take account of children's different ages and abilities are planned well. Effective support using objects and props during story time and throughout play ensures children make good progress in developing and understanding spoken language. However, there are less opportunities for support children who speak more than one language to see examples of language in the setting through, for example, displays and books.

Observations and assessments, including the Early Years Foundation Stage progress check for two year olds, ensure children's starting points, interests and next steps are identified. Practitioners use them effectively to inform planning. As a result, educational programmes offer good levels of challenge that are appropriate to children's ages and stages of development. For example, a small group activity using sand and water to promote co-operative play and encourage children to follow simple instructions presents them with

realistic challenges and simple clues encourage them to use their critical thinking skills. By keeping the groups small, the key person focuses on the needs of each child. As a result, the activity is interesting and stimulating enough to maintain the attention of all children. This means that children are being effectively supported through teaching rooted in detailed knowledge and they are making good progress across all areas of learning.

A well-organised balance of child-led and adult-led play is highly effective in promoting children's learning and development across all areas of learning. For example, children's physical development is promoted well during outdoor play in all weathers. Children demonstrate the characteristics of active learning and critical thinking as they attempt to spin hula hoops. They use beams and logs to balance and jump. Good use of praise encourages the most reluctant children to join in and test their skills. Their ability to make links and connect their ideas is promoted as children try to make windmills move on a day where there is no wind. Sustained shared thinking is supported as the conversation moves on to a discussion about the weather.

Information about the Early Years Foundation Stage learning and development requirements is shared with parents through daily exchanges of information and children's individual learning journeys. This means that overall parents have a thorough understanding of the nursery's responsibilities and are able to make well-informed decisions about the quality of learning provided by the nursery. Parents are involved in assessing children's learning and contributing to children's learning journeys. This means that their knowledge about children's experiences of learning at home is utilised effectively to support children's learning and development. As a result, children enjoy consistency in their learning and make good progress.

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

The children are able to feel safe. A robust key person structure ensures that children are supported well during settling-in periods, developing strong relationships with familiar adults. They are happy and confident as they explore and investigate resources independently. Practitioners are very good role models, working together as a team, being polite to each other and demonstrating good manners. This is helping children to form secure peer relationships based on mutual respect. They demonstrate behaviour that is kind as they share, take turns and invite each other to join in play. Daily routines such as setting the table and serving food encourage children to contribute to everyday tasks and give them responsibilities that promotes their confidence and self-esteem. Children are well-behaved because clear boundaries for behaviour are established and supported by simple age-appropriate explanations and guidance. These skills prepare them well for the next stage in their learning, such as starting school.

Key people are knowledgeable about individual children's likes and dislikes and their care routines, because they share information with parents each day. Through embedded effective hygiene practises, such as washing hands and brushing teeth, children are developing a good understanding of self-care. Those who are old enough, use the toilet independently and this helps their preparation for school. Toileting accidents are treated

sympathetically and children's privacy is maintained. Children are encouraged to make decisions about the clothes they wear to go outside and they learn how to dress and undress competently. Drinks are available at all times and children are beginning to understand how a healthy diet promotes overall well-being, as they choose from an abundance of healthy snacks. Nutritious home-cooked food provides children with meals that are healthy and balanced. Rooms are organised well to use the available space so that children enjoy free movement in a safe environment.

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

Regular evaluations of the nursery provision, which involve all of the nursery's stakeholders supports the development of plans for sustainability. Monitoring by the local authority identifies areas for improvement and action is taken to address them. However, on occasions, areas for improvement identified in monitoring have not been addressed effectively. For example, a recommendation to improve displays and props showing home languages to support children who speak English as an additional language has not yet been implemented. Frequent staff meetings ensure practitioner's views are taken into account when planning future provision. Appraisals for key people underpin the implementation of professional development programs to ensure training is selected which supports children's needs, such as training in caring for children with special educational needs.

Effective recording of children's progress is established. Information and training supplied by the local authority early years development team, supports practitioners in using observations and assessments to develop educational programmes which are purposeful and developmentally appropriate. A high priority is given to the monitoring of staff and this ensures that the weakest areas of practice are addressed accordingly. The manager, provider and room leaders are very knowledgeable about the Early Years Foundation Stage learning and development requirements and they are confident to share their knowledge with practitioners through 'in-house' training programs. This makes certain that training results in practitioner's knowledge being developed effectively, so that they can drive improvement in the educational programmes for children.

Practitioners are knowledgeable about their responsibilities under the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements. Rigorous recruitment procedures are implemented and induction programmes mean that new staff have a very good understanding of the policies and procedures of the setting, particularly with regard to safety and welfare. Updated policies and procedures, which set out the nursery's responsibilities for promoting children's safety and welfare, are effectively shared with parents, such as the use of mobile phones and cameras in the nursery. Closed circuit television monitors the outside of the nursery and the rooms the children are using. Staff are vigilant in their responsibilities for checking visitors which means that children are kept safe at all times. Comprehensive risk assessments make certain that children enjoy an environment that is clean and well-maintained. Appropriate action is taken if hazards are identified ensuring that children are kept safe and accidents are kept to a minimum. Information about accidents and medication is recorded and shared with parents through

daily diaries.

Strong relationships with other professionals and early years providers means that information which promotes the health and well-being of all children is shared. Recording of children's developmental progress is robust so that information shared with other providers, such as the Early Years Foundation Stage profile, is comprehensive and ensures children receive appropriate interventions and support when they move on to the next stage in their learning such as the local pre-school.

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	EY446537
Local authority	Barnsley
Inspection number	804132
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	27
Name of provider	Forward Steps (Yorkshire) Limited
Date of previous inspection	Not applicable
Telephone number	01226934724

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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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