

# First Steps Nursery at New Park School

New Park Cp School, Skipton Road, HARROGATE, North Yorkshire, HG1 3HF

<b>Inspection date</b>	05/03/2013
Previous inspection date	23/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not suitably plan a balance of adult-led and child-initiated activities, or gather children's starting points on entry effectively. In addition, children's next steps are not consistently planned to support them to make suitable progress.
- Some children are not well supported to settle into the setting because staff are unsure of how to create strong bonds with them. Staff are not fully aware of their role and responsibilities because recruitment and induction procedures are extremely weak.
- Partnerships with some Early Years Foundation Stage settings have not been developed. Consequently, children's learning and development is not fully supported because key information is not shared between settings.
- Daily records of children's attendance are not accurately kept. As a result, children's safety is compromised in the event of an emergency. In addition, staff are not fully aware of the weaknesses of the setting which limits the capacity to improve.

### It has the following strengths

- Children are learning about healthy lifestyles because staff regularly provide opportunities to exercise.
- Children are becoming independent because staff ensure they can freely choose to play indoors or outdoors.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children in the main classroom, dining hall and the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the manager and spoke to staff throughout the inspection process.
- A range of documents were inspected including children's files, planning, training certificates, daily registers and the setting's Ofsted self-evaluation form.
- The inspector spoke to two parents at the inspection and took their views into account.

## **Inspector**

Laura Hoyland

## **Full Report**

### **Information about the setting**

First Steps Nursery at New Park School was registered in 2006. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom at New Park School, Harrogate and is privately owned and managed. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, during term time only. Sessions are from 9am until 3.30pm and wraparound care is from 8am until 9am and 3.10pm until 6pm. Children attend for a variety of sessions. There are currently 48 children on roll, of whom 36 are in the early years age group. The setting 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 needs and/or disabilities.

### **What the setting needs to do to improve further**

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- support children to learn and develop through planned, purposeful play and through a mix of adult-led and child-initiated activities across all areas of learning by effectively assessing their starting points, planning individual next steps and matching activities to their individual needs
- improve the key person system to ensure children are fully supported to become familiar with the setting and create a positive attachment to their assigned key person
- ensure all staff are subject to a rigorous recruitment procedure and receive induction training to help them understand their role and responsibilities
- improve partnerships with other Early Years Foundation Stage providers to ensure children's learning and development is consistently supported to help them make good individual progress
- maintain an accurate daily record of children being cared for on the premises and their hours of attendance.

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement.

**Inspection judgements**

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

The quality of staff's teaching and their knowledge and understanding of the Early Years Foundation Stage is variable and this impacts children's individual learning and development. For example, some children do not have learning and development files with their starting points depicted. This means staff are unable to accurately assess children's learning or know how to support them to reach the next steps in their development. Staff are responsible for the planning for their key group of children. However, due to the variance in staff's quality of teaching, many children are not supported through a balance of adult-led and child-initiated learning opportunities. Therefore, planning is not effective in matching activities to children's needs. Children with English as an additional language are welcomed into the setting. Staff liaise with parents to obtain key words in their first language to support children to communicate effectively with them. However, planning

does not effectively meet the individual needs of this group of children to ensure that they make satisfactory individual progress in their learning and development.

There is a wide range of well-maintained resources for children to access and they happily help themselves to the items they wish to play with. For example, children make aeroplanes from connecting bricks and talk about 'the posh seats' and the journey they are planning. This means they are developing their imagination while playing alongside their peers. Other children try to complete a range of jigsaws that are available and initiate their own learning. Children freely access the indoor and outdoor environment and choose where they would like to play. This develops their independence and ability to make choices. Staff provide regular singing and story sessions with children to develop their communication skills. Children enjoy listening to the story 'Jack and the Beanstalk' and staff engage them well. However, group times are based on stories and singing and do not cover all areas of learning through a mixture of adult-led and child-initiated activities. This means there is not breadth and depth across all seven areas of learning to support children to adequately progress in their learning and development.

Children with special needs and/or disabilities are welcomed into the setting. They are supported by the setting's special educational needs coordinator who works closely with parents and outside agencies to ensure their individual needs are understood. She uses children's individual education plans to support them to meet agreed targets and ensures parents are included in children's learning to support them further at home. Parents are encouraged to volunteer and help in the setting. They are warmly welcomed and enjoy spending time playing with the children. Parents have access to information about the Early Years Foundation Stage and how children learn and develop. In addition, they can access children's development files when they wish. This means parents are adequately informed of what children are learning in the setting.

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

Some children have not created secure attachments with their key person and effective ways to support these children have not been implemented. As a result, children are not effectively supported to make bonds and attachments with staff and peers. Nevertheless, most children clearly enjoy their time in the setting and the majority of children confidently part from their main carer on arrival and find resources and friends to play with. All children are offered settling-in sessions to support them to settle into the setting. Parents are encouraged to complete an 'All about me' information booklet so staff can learn about children's likes, dislikes, interests and routines. In addition, all children are assigned a key person who is responsible for supporting children to integrate well and feel safe and secure in the setting.

Children are developing a positive understanding of how to lead healthy lifestyles. They enjoy fruit at snack time and help themselves to their clearly marked water bottles throughout the day. Prior to meal and snack times children are aware of the importance of washing their hands and proudly show clean washed hands to staff. Furthermore, staff ensure a range of ride-on toys and bicycles are available for children to use to develop their large muscles and engage in regular exercise. Children behave well in the setting and

most children have made firm friendships with each other. They understand the rules and boundaries because staff gently remind them of what is expected on them. For example, children are encouraged to tidy up after themselves to keep the environment safe from tripping hazards and children know to walk sensibly to the dining hall at lunchtime.

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

Children are not adequately safeguarded in the setting because the setting's recruitment procedure is extremely weak. Staff are not rigorously checked to ensure they are of good character, have the skills and experience to work with children or are physically and mentally fit for the role. This is because there is no clear recruitment procedure to assess staff's suitability or induction procedure to ensure staff are aware of their role and responsibilities. In addition, daily registers of children's attendance are not always accurate. For example, children are often missing from the register. Consequently, in the event of an emergency, children's safety is compromised. These weaknesses are breaches of the requirements for both parts of the Childcare Register. Nevertheless, staff have attended safeguarding training and are aware of the course of action to take should they have any concerns about children's welfare. They know the signs and symptoms of abuse and have a written safeguarding policy that underpins their knowledge. All staff have Disclosure and Barring Service checks in place to ensure they are safe to work with children.

Staff attend regular meetings to discuss planning and any concerns they have regarding children's individual progress. However, planning is not effectively monitored by senior staff to ensure children are fully supported in all aspects of their learning and development. Staff have started to evaluate the setting's practices but self-evaluation is weak and therefore, staff are unable to identify key weaknesses in the setting and effectively drive improvement.

Partnerships with parents have been established and they are aware of the setting's policies and procedures because they are displayed in the parent area. Parents are reasonably happy with the care their children receive and feel they could address any concerns they had with staff. Staff have created adequate relationships with external agencies to support children with special needs. They liaise periodically to set targets for children and discuss individual children's progress. However, relationships with a number of other providers children attend have not been established and therefore, continuity of children's learning and development is not yet in place.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with**

**actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure any person caring for, or in regular contact with children is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit (compulsory part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- ensure any person caring for, or in regular contact with children is of integrity and good character, has skills and experience suitable for the work and is physically and mentally fit (voluntary part of the Childcare Register)
- keep a daily record of the names of children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

## 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 action. 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>	EY338738
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	904512
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Joyce Forster
<b>Date of previous inspection</b>	23/04/2009
<b>Telephone number</b>	01423 522100

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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, which are usually the childminder's 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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