

First Steps Nursery

169 - 171 Somerset Road, HANDSWORTH, Birmingham, B20 2JF

Inspection date

Previous inspection date

17/05/2013

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

- Children enjoy their time at this welcoming and supportive nursery where they can explore, make their own discoveries, solve problems and learn skills for life to ensure they are ready for the next stages in their learning.
- Practitioners have a good awareness of how children learn, and make the most of opportunities to promote children's learning through play, discussions and group activities. Children enjoy a broad range of quality experiences linked to their interests and developmental needs.
- The key person system works well and children feel safe and secure. Partnerships with parents, carers and other professionals are effective, and this ensures all children are included and their individual needs are met.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements; risks to children are minimised through effective risk assessment procedures and good supervision.

It is not yet outstanding because

- Opportunities for children to further enhance their learning in some aspects outdoors have not been fully embraced, for example, by providing resources to promote their mathematical and literacy skills.
- There is scope to improve the opportunities for older children to be involved in small tasks and develop independence skills, during snack and mealtimes.

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 activities in the toddler room and pre-school room, the outside learning environment and children having their lunch time meal. The baby room was not in use during the inspection.
- The inspector held a meeting with the provider and manager, and talked to practitioners and children during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners suitability, a range of policies and record keeping procedures.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

First Steps Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted property in the Handsworth area of Birmingham, and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play. The nursery employs five childcare practitioners, all of whom hold appropriate early years qualifications at level 2 to level 6. The manager has a BA (Honours) Degree, and a teaching qualification. One practitioner holds a BA (Honours) Degree and a further practitioner holds a foundation degree and Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 23 children attending who are within this age group. It supports children who speak English as an additional language and children with special needs and/or disabilities. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- enhance further the outdoor area to enrich opportunities for children to take part in play that promotes their skills in all areas of learning, such as mathematics and literacy
- build on older children's growing independence by making the most of opportunities to involve them in tasks during snack and mealtimes, for example, by preparing snacks and serving themselves to food.

Inspection judgements

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

Children are happy, enthusiastic learners who enjoy attending this welcoming nursery. Children's enthusiasm for learning, and the progress they make, is enhanced by practitioners who have a good understanding of how children learn. All children have time to explore and make their own discoveries. Thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and engage

children in purposeful play. Activities are planned based on practitioner observations, which link to children individual next steps in learning, and their particular interests. Where children join together for planned activities, practitioners make sure these reflect children's skills and abilities, to ensure all children achieve well and move forward in their learning.

Secure planning and monitoring across the seven areas of learning ensure all aspects of children's learning and development are effectively promoted. Systems to assess children's starting points on entry and transitions across the nursery are secure. Individual learning journal records give a good overview of children's progress. A delightful range of photographs in the folders and on display, clearly show children's enjoyment in a wide range of activities. Observations are used consistently to inform planning to ensure activities provide challenge, and are matched to meet children's needs. Practitioners are able to identify whose learning and development is not at the expected developmental band, and the action to take to ensure they achieve well, working very closely in partnership with parents and other professionals. Parents are provided with regular progress reports, and encouraged to be involved in planning children's next steps in their learning. Practitioners are good models, they listen carefully to what children say, and ask them questions to challenge children to think and find out more. This helps children to develop the ability to express themselves and extend their use of new words. Practitioners make sure children's individual learning needs are supported effectively by placing a focus on specific activities to help children progress. This shows that the quality of teaching and learning is good.

Children's mathematical skills are developing well. They count during daily routines, and this includes counting in French and Spanish. The children learn about size, shapes, and colours through discussions as they play. Children complete puzzles to develop their problem solving skills, exploring volume and capacity as they play in sand and water, filling and emptying containers. Children construct using a range of bricks, making models using cardboard boxes and tubes. All children benefit from outdoor play on a daily basis, enjoying outings to the local park. Children enjoy their time spent outdoors, playing throwing and catching games, scooting round on sit-and-ride toys, and bouncing energetically around on hoppers. However, the nursery have not fully encompassed all aspects of learning outdoors by providing resources to further promote children's mathematical, communication, language and literacy skills. Children's understanding of the world is fostered well and they are involved in planting and growing carrots, sunflowers and coriander. They take part in food tasting events to expand their knowledge of other cultures, and learn about a variety of festivals and celebrations, such as Vaisakhi and Saint George's Day.

Practitioners place a good focus on developing children's speaking and listening skills. All children develop a love of books and singing. Cosy areas and easy access to books encourage children to venture into the book area where they can relax, look at books and listen to their favourite stories. Engaging activities are planned to further embed children's enjoyment of books. For example, children make torches using cardboard tubes and tissue, use paint to record their fingerprints. Their self-portraits, entitled 'Wanted' include details of their unique characteristics, as described by another child. Children enthusiastically join in with the story session, they finish sentences, and are confident to

tell the story to their friends. Younger children like choosing a song card from the music box, and they use animal puppets during the story, making animal sounds and they 'roar' like a lion. This helps promote their emerging language skills and confidence. Children's early writing skills are developing well; all children have access to mark-making resources, using paints, chalks and crayons. Older children keenly practise writing their names and numbers, and are confident with the sounds of initial letters. There is a good focus on promoting children's personal, social and emotional development, and children show that they are familiar and comfortable with the daily routines. Practitioners foster children's independence well, for example, through child-initiated play and self-care skills. However, there is room to improve opportunities for older children to be more independent and take on small tasks during snack and mealtimes. Babies and younger children have good opportunities to use their imagination and explore their environment. Their early investigative and curiosity skills are promoted effectively and resources are easily accessible. They include shape sorters, simple puzzles and opportunities to make marks with paint and chalk. Children like to investigate using a wide range of electronic resources where they learn to twist, push and turn knobs. Children's expressive art and design skills are fostered well. Older children said they like sticking activities, and they make pictures of rainbows using pipe cleaners. A wide range of resources are available for role play and dressing-up, children enjoy playing musical instruments with vigour, making 'quiet' and 'loud' noises using the drums. Overall, the thoughtfully planned playrooms support children's learning well, and this ensures they acquire the skills and capacity to develop and learn, and be ready for the next stages in their learning.

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

Children benefit from being cared for in this friendly, child-centred nursery where their well-being is prioritised. The successful implementation of the key person system and the effective deployment of practitioners ensure that all children form secure emotional attachments. This provides a strong base for children to develop independence, confidence and skills to support their future learning. From the outset, the nursery works with parents to gain information about their child's individual routines, needs and parents' preferences. Settling-in sessions are flexible to enable the practitioners to respond to each child's needs. Practitioners make sure activities and resources are available to children that they enjoy, and they spend time with them getting to know them well before they start. Practitioners place a strong focus on helping children to explore feeling, for example, by completing puzzles of faces showing different emotions, such as feeling sad. They help them to understand their own unique characteristics, whilst learning to appreciate those of others, for example, during mirror play with younger children and discussions with older children.

Good behaviour is promoted and practitioners provide children with clear guidance about what is acceptable behaviour. This helps children under the rules for being together. Younger children learn about taking turns and sharing, and older children are helped to consider others during their play, and use space and resources in a safe way. Regular discussions take place to foster children's awareness of safety; they practise the emergency evacuation procedures, and learn about road safety and stranger danger while

on outings. Good arrangements are in place when children move rooms within the nursery making sure the transition for children is smooth. The key person is fully aware of each child's individual needs and achievements. Parents are fully involved in these arrangements, and this helps their child settle in their new room.

All children and their families are welcomed into this inclusive nursery. Partnership with parents is strong. Links have been established with local agencies, which provides effective support to children with special educational needs/and or disabilities. Play plans are devised to help develop children's individual needs, such as, speech and language skills and partnership working with parents ensures every child achieves well. Children who speak English as an additional language are supported effectively. Some practitioners are bi-lingual, and can speak to children in Punjabi or Urdu, and this helps children feel secure, and supports their emerging communication skills.

Children's welfare and well-being is fostered effectively, as children benefit from good levels of attention and supervision. Practitioners instil a sense of well-being as children feel safe and secure in their playrooms. This is enhanced as the nursery maintains all required records, documents and parental consents to ensure children's welfare. Healthy eating is a priority and children enjoy a range of well-balanced range of meals and snacks to meet their needs.

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

Leadership of the provision sets high aspirations for quality. There is a strong commitment to continually improve the nursery provision through setting ambitious targets and devising action plans. The management team are fully committed to improvement, and have plans in place to further improve the provision to benefit children. Safeguarding children is given good attention. The premises are secure and monitored by CCTV. Risk assessments are robust and cover all aspects of the nursery and outings. The management team and practitioners have a secure understanding of the procedures to follow in the event of a child protection concern. Robust recruitment and vetting procedures ensure children are cared by practitioners whose suitability has been assessed thoroughly. Regular supervision meeting and appraisals support practitioners ongoing suitability for their role. The well-qualified practitioner team work well together, and are focussed and committed to their roles. The monitoring and performance management systems ensure the quality of the educational programme, assessment and teaching are at a consistently high level. Practitioners have good opportunities to access training to support their professional development, and further enhance their knowledge of early years practice.

The nursery is fully committed to working in partnership with parents. They recognise that working together supports and promotes children's well-being, and their learning and development. This helps children to achieve well, and be prepared in readiness for school. The nursery has established a 'Parent Club' where parents can share their views, opinions and any concerns. The setting seek the views of parents using a questionnaire and

suggestion box. Parents are kept fully informed about their child's daily routine, through verbal and written communications. A monthly newsletter provides information about the educational programme, and how activities are planned to ensure children make good progress in their learning and development. Partnership working overall is very effective and benefits children. Parents speak positively about the nursery and comment on the good progress their children are making. Links with local schools and other settings helps support transition arrangements and continuity in care and learning. Good liaison with other agencies means that children get the individual support they need to make sure they are fully included in the life of the nursery. Practitioners create an environment that is welcoming and safe, where children enjoy their learning and grow in confidence. This ensures every child receives a happy and enjoyable early years experience that secures their future learning.

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
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

Unique reference number	EY439949
Local authority	Birmingham
Inspection number	893330
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	23
Name of provider	First Steps Nursery Partnership
Date of previous inspection	not applicable
Telephone number	07956352684

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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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Piccadilly Gate
Store St
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M1 2WD

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