

First Steps Day Nursery Chipping Sodbury Limited

First Steps Day Nursery, Hounds Road, Chipping Sodbury, BRISTOL, BS37 6EE

Inspection date	04/06/2013
Previous inspection date	Not Applicable

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

- Children demonstrate that they feel comfortable and secure in their surroundings. As a result, they form strong bonds with their key person.
- Staff provide a warm, welcoming environment, where children are able to explore and investigate safely. As a result, all children are progressing well in all areas of learning and development.
- Staff are confident in their understanding of how to meet the safeguarding requirements, which means that they support children's welfare effectively.
- Staff manage children's transitions well, such as moving to new rooms. They effectively promote children's independence and attitudes required for their next stages in learning.
- There are good partnerships with parents and they receive detailed information regularly about their child's day.

It is not yet outstanding because

- Children who learn better outside do not have a free choice between inside and outside play.
- After physical play, staff do not remind children they may need a drink to stay hydrated,

especially during hot weather.

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 playrooms and garden areas.
 - The inspector had discussions with the staff, children and some parents.
 - The inspector undertook a joint observation with the managers.
- The inspector sampled a range of documentation including children's records,
- safeguarding procedures, risk assessments, policies and procedures and staff records.

Inspector

Hilary Tierney

Full Report

Information about the setting

First Steps Nursery opened in 2005 and registered as a limited company in 2012. It is one of two settings that are privately owned. The nursery is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. There are currently 125 children on roll in the early years age range. The nursery operates from a single storey building close to the high street in Chipping Sodbury, South Gloucestershire. Children have access to fully enclosed outdoor play areas. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year, except for Bank Holidays. There are 21 members of staff, including the owner/managers and the cook. One member of staff holds an Early Years Professional status qualification and 18 members of staff hold appropriate childcare qualifications at level 3. The nursery receives funding for free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language.

What the setting needs to do to improve further

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

- increase opportunities to develop children's play and exploration skills by improving access to outdoor play

- improve children's understanding of when drinks are necessary so they are appropriately hydrated at all times.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and of learning and development. As a result, children are progressing well in all areas. Children are happy, comfortable and obviously enjoy their time at the nursery. Staff use clear language and sign language to help children communicate at all levels. Staff give children time to answer when they have asked a question. Staff ask open questions to help children think and learn as they play. Children have regular and easy access to books, which means they are able to look at them alone or together with staff. They are beginning to understand words have meaning, for example, staff label resource boxes with words and pictures. Staff speak to the younger children and babies as they play. They repeat sounds back to

the children which helps them to develop their early language skills effectively. Staff actively promote equality and diversity through the celebration of festivals and a balanced range of resources that reflect the differences within the community.

Children's personal, social and emotional development is developing well. Staff guide children well through being good role models. They speak to the children with respect and kindness. They encourage children to take turns as they play. Staff remind children, through careful explanations, that they need to share with their friends. For example, when sitting with pens and paper, they remind children that the pens are for everyone at the table, not just one child. Young children are beginning to learn about sharing. Staff get down to children's level when they quickly and effectively intervene with minor squabbles. Staff use praise and encouragement constantly and as a result, children behave well and understand the routines of the nursery. Children's physical development is developing well and during outside play children enjoy being able to explore, run, climb, ride bikes, plant and dig. Children are developing the skills, attitudes and dispositions so they are ready for their next stages in their learning, such as moving up in the nursery or going on to school.

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

All children are confident, happy and settled in their environment. There is an effective key person system in place, which means that children are developing strong bonds with a familiar person in the setting. Staff sit with the babies and young children as they play and offer reassurance to the children who are unsure. They speak to children constantly about what they are doing and playing with.

All children are beginning to learn about healthy lifestyles. The nursery offers healthy snacks and meals. Older children are fully involved in preparing the tables ready for lunch. They take part in counting how many knives, forks, spoons and plates they need on the table. Older children enjoy being able to serve themselves at lunchtime. They confidently put vegetables and cottage pie on their plates from the large serving dishes. They understand not to take too much and leave some for their friends. During lunchtime, however, staff do not fully develop children's independence as they tend to pour their drinks for them.

All children have regular access to the enclosed spaces, which means they are able to explore and investigate the world around them. They thoroughly enjoy being able to climb, run, jump and develop their interests, such as pretending to use hoses to put out fires in the playhouse. This activity demonstrates children's good awareness of safety procedures. However, staff do not always take drinks outside for the children or remind them when they come inside that they may need a drink. Children therefore do not effectively learn that they need to drink more frequently when it is hot and they have been running around. Although, younger children play outside regularly, those who learn better outside do not have a free choice of playing outdoors.

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

Both the management and staff are fully aware of their responsibilities in meeting the safeguarding and welfare requirements. They are all confident about the procedures to follow in the event of having any concerns about children in their care. They clearly record accidents, injuries and incidents that may occur and share these with parents on the day. They regularly conduct risk assessments, which support staff well in providing a safe environment. All staff are suitably checked to enable them to work with children. Students in the setting are fully aware of their duties and staff supervise them well. Both management and staff are fully aware of their responsibilities in meeting the learning and development requirements. All staff complete detailed observations and assessments on the children and as a result, they are progressing well. The staff understand about when to conduct progress checks on the younger children and share these with parents.

There are good partnerships with parents in place. They receive regular information through both verbal and written feedback from staff. Detailed information is available on notice boards outside each playroom. Parents receive regular newsletters and daily diaries, which contain information about their child's day. Questionnaires for parents help staff to take the views of parents into consideration when completing the evaluation of practice. There are good partnerships with other settings that children attend. Staff share information readily so that all adults are able to contribute to each child's learning and development needs.

The management have well established routines for monitoring staff. They conduct regular staff observations, appraisals and team meetings, which help to clearly identify any training needs. Staff are able to contribute to the evaluation of practice; progress made since the last inspection has been effective. Recent evaluation of practice has identified several areas of development for the future. The staff are highly motivated and enthusiastic and obviously enjoy being with the children. All staff demonstrate a drive to improve and provide good quality childcare.

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	EY455099
Local authority	South Gloucestershire
Inspection number	892451
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	125
Name of provider	First Steps Day Nursery Chipping Sodbury Limited
Date of previous inspection	not applicable
Telephone number	01454850134

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

