

# First Steps Childrens Nursery

First Steps, 67a Compton Road, WOLVERHAMPTON, WV3 9QZ

## Inspection date

21/05/2013

Previous inspection date

16/02/2010

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- The nursery provides an excellent range of exciting and stimulating activities for children through which they make rapid progress in their learning. Staff have a thorough understanding of the Early Years Foundation Stage and implement this highly effectively.
- Children are safeguarded extremely well in the nursery due to the implementation of robust policies and procedures which have been reviewed meticulously in recent months so that all staff know precisely what to do in the event of a concern arising.
- Children's health and well-being are extremely well protected as staff are vigilant and caring. Children form strong bonds with their key person, who ensures children in their group are secure and happy. Healthy food choices and independence are promoted highly effectively.
- The monitoring of staff performance and self-evaluation are highly effective. This means that there is continuous improvement to children's achievements over time. Strong partnerships with parents and carers, other professionals and other settings which children attend, ensures that the needs of children and parents are fully met.

## **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 six play rooms and the outdoor play area, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and the provider of the provision.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

## **Inspector**

Catherine Sharkey

## Full Report

### Information about the setting

First Steps Children's Nursery has been registered since 2003. It is part of a chain of three privately owned nurseries and operates from premises near to the centre of Wolverhampton. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are five base rooms and one specific playroom laid out over the ground floor and the first floor, with additional staff facilities on the second floor. Access to the building is via steps up to the front door. The nursery serves a very wide area and opens on Monday to Friday from 7.30am to 6pm all year round, with the exception of bank holidays and one week at Christmas. There is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. Several staff hold Foundation Degrees in early years studies. There are currently 76 children who are in the early years age group and 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, and receives support from the local authority.

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

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

- continue to further develop ongoing training and professional development of staff in order to maintain the already high quality provision in the nursery so that children continue to receive stimulating and challenging learning experiences.

## Inspection judgements

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

Staff assess children very precisely and build on their progress from their starting points. Detailed information is obtained from parents about what children know and can do. This means that children's key persons plan their next steps in learning according to this information and from their own observations and assessments so that children make rapid progress. Staff use tracking logs to monitor children's progress so that they have a clear view of their stages of learning and development. This means they quickly identify and close any gaps in children's learning. Staff plan around children's needs and interests, such as when children notice the numbers of the buses that pass the nursery. Staff build on this in order to develop children's number recognition and counting. They plan themes based

on a range of topics and adapt these each week after focused reflection and evaluation of their teaching and children's learning. Staff know the children very well, which means they include their next steps in learning in all the activities and daily routines so that they continue to make excellent progress.

Parents and carers share information about children's achievements at home, as they speak to staff each day. Staff invite parents to contribute to children's progress records with photographs or comments, which they do through the nursery website or in person. They help children to write about their activities with the take-home bear and are involved in nursery improvements, such as the recent planting in the garden. Staff encourage parents to support children's learning at home and at nursery through their attendance at play workshops and events so that they see how children learn through play. They are extremely well-informed about children's activities and their purpose through newsletters and e-mails. This means they are fully involved in children's learning. Parents share their home languages with staff so that children learn to communicate well in these as well as English.

The five base rooms used by children are extremely well organised, exciting and colourful. Staff use their thorough knowledge of the Early Years Foundation Stage to stimulate and challenge children through rich and varied activities so that they make excellent progress in all areas of learning. Children are busy and engaged in their learning and are very enthusiastic, as staff encourage them to try all the activities. The toys and resources are easily accessible to children in each room, as they are stored or displayed at low levels. This means children develop their individual learning styles as they play with the dinosaurs and natural objects in the sand in the pre-school room or learn how sponges soak up water in the older two-year-old children's room.

The younger babies enjoy sitting in bowls of bubbles, exploring the feel of them and finding out how they can use spoons and other tools to move them around. Staff show them how to blow the bubbles off their hands, which makes them laugh and gurgle with delight. Staff encourage babies to roll and reach for their favourite toys so that they achieve the next stage in their physical development. They are provided with many exciting toys which they shake and bang to explore the sounds they make. Toddlers enjoy singing and playing percussion instruments, which helps them to develop an awareness of sounds, as staff ask them to play faster or slower as they sing. Staff teach children to observe the features and colours of the animals they paint and to mix the colours using a range of brushes. Children develop their physical skills very well, as they climb and balance on the large wooden pirate ship in the garden, use the large equipment at the park and take part in forest schools activities. Children make marks so that they learn early writing skills. They 'write' appointments in the hairdresser's and baker's role play areas and choose from a wide range of mark making tools both indoors and outside.

Children in the pre-school room are very well prepared for school as they are taught to recognise the sounds and shapes of letters and become familiar with the meaning of print. The room is very well organised so that children learn to be independent in their choice of resources and to make decisions about their learning, such as adapting games to suit their own purposes. Children use computers very competently, which develops their technological skills very well. Staff question children skilfully so that they are challenged in

their learning. They develop children's communication and language skills extremely well, as they chat to them and encourage them to share their experiences with the group. Children with special educational needs and/or disabilities are very well supported through close working with parents and outside agencies.

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

Children are extremely happy and secure at the nursery, as they form strong bonds with their key person, who they choose themselves. Babies are soothed with calm music and are rocked on their key person's lap as they doze peacefully. Children have as many settling in sessions as they need with their parents until they are happy to be left at the nursery. Comprehensive information is obtained from parents about children's likes, dislikes and routines so that their needs are fully met and they are secure. Photographs of children's families are displayed in each room, as children like to look at these to feel secure at times when they may be tired or upset. Staff are extremely caring and children's well-being is given the utmost priority. Children's moves to a new room are managed very well so that children are settled. They spend increasing amounts of time in the new room with their key person and they are already familiar with staff and children. Transitions to schools are smooth, as children visit their school with their key person and take part in discussions and role play at nursery so they know what to expect. Information is shared with school staff so that children's needs continue to be met.

Children are provided with fruit and other healthy snacks and nutritious meals, which they really enjoy. Staff teach them to be careful in case the food is too hot and praise them when they try new vegetables. Staff set very good examples for children by eating these too. Staff encourage parents to become involved in their healthy eating programmes. Children learn about healthy lifestyles and have fresh air and exercise each day. The sports fields at the school over the road are used so that children have more space to run around and develop their large muscles. Staff teach children to keep themselves safe when using the stairs. They ensure children hold their hands on the rail for support. They manage risks safely during the forest schools activities and when they use the climbing equipment.

Staff ensure children have good manners and they manage their behaviour very well. They teach children to be kind and thoughtful. For example, a child shows concern when a younger child falls off a sit and ride toy. Children enjoy helping to tidy up and staff teach them to gain independence, as they put on their own coats, set the table at mealtimes and access their own drinks at any time.

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

The management team monitors planning and teaching highly effectively. Staff supervisions and appraisals identify areas for improvement and well-focused training is planned as a result. Staff are extremely well supported in their professional development and receive expert coaching and mentoring which continuously improves their performance in all areas. This supports the maintenance of the exceptional quality

provision for children in the nursery.

Extremely effective teamwork means that self-evaluation is highly effective. The views of staff, parents and children are included in the process so that all needs are met. Staff invite parents to fill in questionnaires and make suggestions for improvements. Parents are now more involved in supporting children's learning at home as a result of action taken by staff. Children's opinions are highly valued and they are regularly asked which activities they particularly enjoy. The manager is highly competent and experienced and has brought about significant improvements since the previous inspection. For example, partnerships with parents and other professionals have been strengthened and the monitoring of the quality of the provision is highly effective and sharply focused so that children's achievements improve over time. Staff are very well motivated and strive for continuous improvement through reflection and evaluation of the practice in each room.

Children are extremely well safeguarded as a result of the consistent implementation of the robust policies and procedures. All staff have attended recent training in safeguarding and child protection so that they know exactly how to report any concerns. They are extremely vigilant in their supervision of children and carry out detailed risk assessments each day so that children are safe. The premises are very secure and there is a closed circuit television system so that staff can see who is at the gate. Policies for the collection of children and staff recruitment are robust so that children are very well protected indeed.

The nursery staff work closely with other professionals, such as a speech therapist or physiotherapist in order to support all children's needs very effectively. There are close links with other settings children attend, so that there is effective information sharing in order to meet children's needs and ensure their well-being and progress. Staff share ideas and best practice with the other settings in their group and with those in the local area. They often have opportunities to visit other settings, which sparks their enthusiasm further and motivates them to provide ever-evolving learning experiences for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY259683
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	916855
<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>	50
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Deborah Gould and Andrew Gould Partnership
<b>Date of previous inspection</b>	16/02/2010
<b>Telephone number</b>	01902 833155

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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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