

# First Steps @ Richmond Primary School

Richmond Primary School, Winterbottom Street, OLDHAM, OL9 6HY

<b>Inspection date</b>	24/06/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- There is a strong focus on children developing good communication and language skills, and their physical and personal, social and emotional development, which lay strong foundations for their future learning.
- Regular and precise monitoring of children's progress is in place which ensures that all children achieve and enjoy to their full potential and any gaps in their learning are quickly identified and planned for.
- The setting is led by a manager who demonstrates a strong understanding of performance management by supporting the professional development of the staff team to drive continuous improvement.

### It is not yet outstanding because

- The setting delayed notifying Ofsted about a change to the registered person. However, this had no impact on children's health, safety and well-being.
- There is scope for the further development of the outdoor area in order to provide all children with even more interesting and challenging experiences.
- The planning of activities for children over the age of three years is completed by the nursery teacher within the on-site school. Consequently, the day care staff have little opportunity to input their observations of children's interests to extend their learning.

## 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 children took part in.
- The inspector spoke to the manager and childcare staff at appropriate times during the inspection.  
The inspector viewed a range of documentation, including risk assessments, safeguarding and complaints policies and procedures and children's learning journals.
- The inspector took into account the views of parents spoken to on the day and their comments from within the parent questionnaires.

**Inspector**  
Susan Heap

## Full Report

### Information about the setting

First Steps @ Richmond Primary School was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises attached to Richmond Primary School in the Westwood and Coldhurst ward of Oldham, and is managed by the governing body of the school.

The nursery serves the local area and is accessible to all children. It operates from one play room for children aged under three years. Daycare, for children aged over three years, is integrated within the school's nursery provision. There is a fully enclosed area available for outdoor play. The nursery employs 11 members of child care staff. Of these, eight hold appropriate early years qualifications at level three or above.

The nursery opens Monday to Friday, term time only. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years 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:

- review the current planning arrangements for children aged over three years, by ensuring staff have more opportunities to input their observations so children's learning is promoted as they follow their own interests and initiate their own activities
- improve the quality of the outdoor area to provide a rich and varied environment which supports children's learning and gives them confidence to explore in a safe, secure and challenging space, for example, by developing opportunities for doing things in different ways and on different scales than when indoors.

## Inspection judgements

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

The staff team have discussed and implemented new observation, assessment and planning systems to meet the learning and development requirements of the Early Years Foundation Stage. These clearly demonstrate that all children are making good progress within their developmental age bands given their starting points and capabilities. The staff

have a secure understanding of how children learn through their play and readily acknowledge that the three prime areas lay the foundations for their future learning and link into the specific areas. As a result, there is a strong focus on children acquiring and developing good communication and language skills and on their physical and personal, social and emotional development. The use of small group times is effectively used for them to develop these skills. For example, through receiving positive praise and reinforcement, children develop a growing understanding of what is right and wrong and the impact of their actions on others, such as, learning to share and take turns in number games.

The staff know their key children extremely well and have high expectations of what children can achieve. They successfully use the information from their observations of children's play to plan experiences and activities to meet children's individual developmental needs. As a result, children are making good progress within the development bands for their age group and are supported very well through individual planned activities. This is particularly beneficial for children who have identified special educational needs and/or disabilities or English as an additional language. Staff show a strong level of commitment to narrowing the gap for these children and ensure they progress well given their starting points and capabilities. This is achieved through individual support when needed, the use of sign language and learning key words in children's home language. However, all the planning of activities for children aged over three years is delivered by the nursery teacher within the school nursery unit. This means that, sometimes, day care staff have fewer opportunities to always plan for children's interests or to initiate their own activities. This means their learning is not always promoted as effectively as possible. However, staff can offer differentiation within the activities planned for to meet their children's individual needs. Children are well supported in acquiring good communication and language skills as they engage in conversations with the staff and their peers as they play together. Babies and the youngest children snuggle up on large floor cushions as they look at picture books together, which gives them comfort and reassurance. Staff work at children's level at all times, giving good eye contact and lots of smiles and encouragement as they repeat the words they say so children hear them spoken clearly.

Detailed information is gathered from parents about the children during the settling-in process and forms the baseline assessment. This information helps the children's key person to assess their starting points and individual learning needs. Parents are involved in their children's learning at all stages through daily conversations, termly assessments and the progress check for children at age two. They also complete transition documents prior to children moving onto nursery school or other settings. Children benefit from continuity of learning and care because the nursery offers integrated nursery education and day care with the on-site school. Children benefit greatly from activities which support their school readiness, such as, recognising letters, numbers and developing their independence skills. Staff listen to children and carefully observe what they are doing during activities in order to reshape tasks, give explanations to improve learning or ask open-ended questions to challenge their thinking. For example, during a modelling activity with large boxes, three-year-old children consider whether to use glue or sticky tape to fit the boxes together.

The indoor learning environment is planned thoughtfully so there are cosy areas where

children can sit quietly by themselves, with their friends or explore and select activities of their choosing which interest them. For example, two-year-old children play with small world figures, musical instruments, or explore the texture of natural materials or sand mixed with glitter.

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

Children's all-round emotional well-being is very well supported in this welcoming and child-centred caring environment. As a result, children are confident and settle well due to the effective key person system and settling in processes that are in place. For example, home visits have been introduced and detailed information is gathered from the start about children's likes, dislikes interests and abilities. This helps parents to feel relaxed with the staff to exchange information about their children's individual routines and needs. The good level of attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff. The secure and safe environment helps them to develop self-confidence to join in and try new activities. Children behave well due to the clear boundaries and gentle guidance provided by the staff, such as, walking sensibly within the indoor environment, and displaying 'good listening' and 'good sitting', during group activities.

Children have frequent opportunities to enjoy fresh air and exercise in the outdoor play area. They build with large wooden blocks or use large tools and equipment to paint. Younger children are supported very well by the staff as they take their first steps or refine their skills using small wooden climbing frames. However, there is scope for the outdoor area to be more attractive and appealing in order to ignite children's interests and offer even more challenge. By posing carefully worded open-ended questions, the staff support children's understanding of how to keep themselves and others safe if there is a fire. They know that adults and children should not go near the fire and to call for the fire fighters.

The children develop good self-care skills as they regularly visit the bathroom during toilet training. They show a well-developed sense of their personal self-care as they promptly use tissues or wash their hands after toileting. They receive lots of verbal praise for their achievements, which develops their self-confidence. The nursery has developed a good relationship with the cook in the school canteen. As a result, there are regular meetings to discuss menus to ensure that children receive a healthy diet which is well balanced and nutritious. Staff are vigilant and attentive to children's individual medical needs and act promptly to ensure their safety, for example, by only giving prescribed medication.

Staff are attentive, sensitive and caring towards the children, helping them to feel safe and secure; particularly during periods of transition, as children settle into nursery, progress from room-to-room or move on to other settings. For example, they have opportunities to play alongside older children if they show an interest in a particular activity, such as, music and movement with their key person.

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

The inspection took place following a delay in notifying Ofsted of a change to the registered person for the nursery, which is an offence. This had no impact on children's care, safety and welfare. The inspection found that the new registered person and manager are fully aware of their responsibilities and took all the necessary steps to keep Ofsted informed of the changes that were taking place and continue to do so. All the required documentation to ensure they are compliant with the statutory requirements is in place. The staff team has been through an unsettling period during the last 12 months due to the uncertainty about the future of the registration. However, the staff team has been ably supported through this difficult time by the new manager through her effective management. This has been achieved through regular daily updates, team meetings and effective monitoring of staff performance. Consequently, the staff team has maintained a high level of professionalism and dedication to their daily practice to ensure all children continue to receive good quality childcare and education.

The manager is enthusiastic and has a strong vision for the future. Together with the deputy manager, she has put in place effective improvement plans which identify and prioritise areas for development. As a result, the vast majority of these have been successfully completed. They clearly show the progress the nursery has made over the last nine months to continually improve the quality of care and education for children. Recommendations made at the last inspection have all been successfully implemented.

The manager has a strong understanding of her role in monitoring and supporting staff and also the monitoring of the delivery of all aspects of the Statutory framework for the Early Years Foundation Stage. As a result, there are robust systems in place, which fully support them in their daily practice. This means that the manager has a strong understanding of the development needs of each child. She achieves this through her on-going meetings with their key person, so she can support staff in delivering plans to ensure each child reaches their full potential. In addition, regular team meetings and annual appraisals fully support staff in their personal and professional development and the smooth running of the nursery.

Policies and procedures are successfully and consistently implemented and underpin daily practice to meet the safeguarding and welfare needs of children. Children's safety is strongly promoted. The setting has a rigorous approach to establishing whether adults are suitable to work with children. A checklist ensures that relevant checks are undertaken, such as, the Disclosure and Barring Check. The manager and the whole staff team have a secure understanding of their role in safeguarding children and the reporting procedures in place to protect children and keep them safe from harm. All staff attend safeguarding, first aid and basic food hygiene training to support them in promoting children's safety, health and well-being. There is a designated person for child protection who has a secure understanding of the Common Assessment Framework and the referral processes to support children and their families. The nursery also benefits from the close links it has with other professionals and the on-site children's centre. This enables it to refer families

for outreach work, such as, supporting parents with positive behaviour strategies.

The nursery's engagement with parents is good. They are actively invited to contribute their ideas comments and observations if their child has a new interest or achievement. Home visits to parents and children are planned for new children starting at the nursery. Their views are actively sought through regular questionnaires, and their views are taken on board, such as, the introduction of a daily communication book. These support strong foundations for partnership working and improve the quality of children's play experiences. Parents comment extremely positively about the professionalism of the staff team and their approachability. They are confident that their children are safe and well cared for, and welcome the good quality of support and advice given to them, especially during the settling-in period.

### **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

<b>Unique reference number</b>	EY339761
<b>Local authority</b>	Oldham
<b>Inspection number</b>	919855
<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>	126
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Oldham Metropolitan Borough Council
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0161 770 8435

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

