

# First Steps First

Third Marlow Bridge (Air) Scouts, Mill Road, MARLOW, Buckinghamshire, SL7 1PX

## Inspection date

09/10/2013

Previous inspection date

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 learning because they are offered a good range of activities that are presented in varied ways. This means their interest is aroused, and they want to take part, therefore making good progress in their development.
- The well-qualified and knowledgeable staff have a good awareness of how children learn. They make the most of opportunities to extend children's learning through play, discussion and group activities indoors.
- Children are motivated and keen to learn in this inclusive and welcoming setting and they develop positive relationships with staff. This means children settle quickly and happily.
- The manager and the staff have a good knowledge of child protection and understand safeguarding procedures to help keep children safe.

### It is not yet outstanding because

- Although children have some access to an outside play area, staff do not offer free access to outdoor play. This limits children's choices, which is particularly unfavourable for those children who prefer to learn 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.

## **Inspection activities**

- The inspector observed children's activities both inside and in the outdoor area.
- The inspector looked at various documents, including policies and procedures, children's records and evidence of the suitability of staff.
- The inspector took account of the views of staff and children spoken to on the day.

## **Inspector**

Maxine Coulson

## Full Report

### Information about the setting

First Steps First originally opened in 1992 and re-registered at these premises in 2013. It operates from a large hall close to the centre of Marlow, Buckinghamshire. Children attend from the local community and surrounding areas. The children have access to the whole of the hall for their play and a secure garden is available for outdoor play. The nursery is registered on the Early Years Register. It is open from 8.45am to 5.45pm Monday to Friday, term time only. There are currently five children on roll who attend for various days and sessions. The nursery provides support for children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs three staff and the owner/manager also works directly with the children. All hold relevant early years qualifications. The nursery receives funding for three- and four-year-old children.

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

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

- improve opportunities for children to play outdoors, as and when they wish, to meet the needs of those children who prefer to play and learn in an outdoor environment

### Inspection judgements

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

Staff effectively organise the play areas and plan a range of fun and challenging activities. This means, overall, children receive an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. For example, staff find out some children are interested in spiders and the colour black. As a result, staff tell stories about black cats and, using black powder paint as a prop, children learn that soot comes from a chimney. This leads to discussions about who may have a chimney in their house. Staff have a very good understanding of the Statutory Framework for the Early Years Foundation Stage, which they implement with great success overall. Children are assessed when they start so that staff can plan activities and play opportunities based on children's individual stage of development. Staff observe children and keep a record of development in a learning journal, which is supported by some photographic evidence. They use this information to decide on the next steps in the child's learning. This ensures that children acquire the key skills needed to move on successfully to their next steps in learning, including school.

Children are beginning to recognise the needs of others. They take account of what others

say as they patiently wait their turn when playing a letter matching game. Children become engrossed at story time as they listen carefully and talk about the pictures to develop their vocabulary. They excitedly join in with familiar refrains, such as, 'Run, run you can't catch me'. They are beginning to be aware of how stories are structured and they learn early literacy skills as they ask what the words say on the front of the book. During group activities, such as a matching game, children confidently hear and say the initial sound in words, ably supported by staff. Children recognise how many cards they have during their matching game and show they understand 'more' and 'less'. Numbers are used in everyday play and children join in enthusiastically with familiar rhymes, for example the Gingerbread Man, where all children count confidently up to eight for how many people are in the queue. Staff effectively provide resources as the pace and direction of the children's play changes and they recognise and respond to child-initiated play well. For example, a story about a bus turns into creative play as children decide they want to draw a bus using large chalks. They talk about the letter 'bus' begins with, what the sound is and then try writing the letter. Children play with a range of resources, with positive images of a diverse society, to help them learn to respect differences. Planning includes cultural events and celebrations so children develop an awareness of the world around them and their place in it.

Partnership with parents is good. Staff build positive relationships with their child's key person. Parents write how happy they are with the level of service that is provided and that they feel their children are prepared well, for example, to go to school. Parents have access to their child's learning journal at any time and add their own comments about how their child is doing in the nursery and at home. This informs staff about children's current interests, which they use to plan effective activities to extend children's learning. Procedures are in place to complete the progress check for children aged two years when this becomes necessary.

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

Staff promote a calm and caring atmosphere where children develop positive relationships with them and their peers. Parents complete an 'All about me' information sheet prior to their child starting, which gives staff information about the child's family and interests. This information, and the staff's warm approach, helps staff to settle children quickly so that they feel safe and secure. The staff use of realistic rules means that children begin to understand what is expected of them. Children respond to simple instructions, such as at tidy up time when they all busily help to put away the resources. Children learn to respect each other and tolerate each other's differences.

High priority is given to children's safety. Staff give children timely reminders, such as to not run indoors in case there is an accident. Staff practise emergency evacuation procedures with the children, which ensures that children know how to leave the premises quickly and safely.

Children are cared for in a safe, spacious, well-maintained and attractively-presented hall. Resources are stored around the room at child height, which makes them easily accessible

and develops children's independence as they make their own choices. For example, they choose to play with beads and dried coloured pasta to make pretty necklaces. Children play in the garden at times, where they have access to a suitable range of outdoor toys, such as ride on toys, slides, hula hoops and balls. However, children do not have free access to outdoors allowing them to move from indoors and outdoors independently. When children wish to play outside, they have to ask a member of staff who opens the door and then sets the garden up for the children's use. This limits children's access to outdoor play, which is particularly constraining for those children who prefer to learn outdoors.

The key person system supports families well and staff know their individual key children and their care routines, dietary requirements, likes and dislikes. Children enjoy healthy, nutritious snacks provided by the nursery, while lunches are provided by the parents. Snack and meal times are sociable occasions and good procedures are in place to ensure the needs of children with additional dietary requirements are met. Water is available to drink throughout the day and children are encouraged to pour their own drinks, gaining independence and learning to meet their own needs. Children have a good awareness of healthy practices as they wipe their noses, and wash their hands after personal care and before food. Children are encouraged to cover their faces as they sneeze. Staff talk with children about the importance of hand washing. Children understand that it is because there are germs on their hands and eagerly recount the story about the king who tells the princess to wash her hands after using the potty. The close proximity of the bathrooms helps children to attend to their own toileting needs.

Effective procedures ensure that children are well prepared for the next stage in their learning. Staff develop close working relationships with other settings and schools children may attend to ensure children move on comfortably. The children's learning and development plans are shared with other provisions that children also attend. This ensures that there is continuity in children's learning.

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

Leadership is good and management is effective because they have an in-depth understanding of the responsibilities in meeting the learning and development requirements. Management has an accurate overview of the curriculum and closely monitors the educational programmes and the effectiveness of practice of individual staff. This means that children are offered a broad range of experiences to help them make progress towards the early learning goals. The teaching is good because overall staff have a secure understanding of each area of learning and how children learn. The manager monitors planning and assessment to make sure it is consistent and demonstrates an accurate understanding of all children's skills, abilities and progress. The leadership and management team have a very good understanding of their responsibilities in meeting the safeguarding and welfare requirements, including arrangements for safeguarding and suitability. They work consistently to help create an environment that is welcoming, safe and stimulating. All staff have completed safeguarding training. As a result, they have

effective knowledge of how to keep children safe and how to respond to any concern about a child.

Staff implement all required policies and procedures well. Written risk assessments are detailed and frequently reviewed to help staff keep children safe, indoors and outdoors. All required documentation is effectively maintained, including the record of staff suitability. Management has a very good understanding of employment and vetting procedures and carries these out effectively. The provider monitors staff performance and their professional development through regular appraisals. The nursery has implemented a self-evaluation system to identify strengths and areas for improvement. Management acts upon feedback and requests from parents, for example, they asked for extra and longer sessions so the nursery extended their opening hours. Parents have a good platform to express their views to staff in a variety of ways, for example through daily chats, and parents are encouraged to extend children's learning at home. Families receive plenty of information about the provision, and parents' feedback in letters states they are very happy with the level of care their children receive. The nursery has good links to work in partnership with a range of external agencies, such as speech and language therapists, should they care for any children who have additional needs and/or disabilities.

## 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>	EY458783
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	914042
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	5
<b>Name of provider</b>	Susan Belinda Campbell-Baker
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01628483111

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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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