

First Step Day Nursery

11 Harold Road, London, SE19 3PU

Inspection date	26/09/2013
Previous inspection date	18/10/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are happy and keen to learn because of their good relationships with staff who provide a warm and caring environment.
- Staff plan a range of interesting experiences for children to learn new skills and make good progress in their learning and development.
- Children gain confidence through being able to make choices throughout the day from a wide selection of activities that reflect all areas of early learning.
- Staff have good relationships with parents and share their children's daily achievements with them.

It is not yet outstanding because

- The nursery has not fully established ways to engage parents to enable them to further support their child's learning at home.
- The provision in the outside environment does not fully enable the children to extend and enhance their physical skills.

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 spoke to the manager, the director and some of the staff.
- The inspector sampled documentation including fire safety and evacuation records, policies, risk assessments, staffing records and children's learning records.
- The inspector observed a range of activities planned for children and the staff's interaction with them.
- The inspector carried out a joint observation with the manager.
- The inspector sought the views of some parents and carers available at the inspection.

Inspector

Karen Callaghan

Full Report

Information about the setting

First Step Day Nursery registered in 2004 and is one of two nurseries owned by the same provider. It operates from a converted house in Upper Norwood, in the London Borough of Croydon. The nursery is open each weekday from 8am to 6pm for 49 weeks of the year. Children are cared for in group rooms situated on the ground floor and first floor. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend on both on a full-time and part-time basis. There are currently 47 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for three-year-olds. The nursery employs 12 staff including a manager who holds Early Years Professional Status. Eight staff hold National Vocational Qualifications at level 3 and another member of staff holds a relevant qualification at level 6. The nursery supports children with special educational needs and/or disabilities and children who speak 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:

- further develop the outdoor play environment to extend children's physical development

- strengthen partnerships with parents to enable them to support their child's learning further at home.

Inspection judgements

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

Staff support the individual needs of each child well because they liaise with parents to obtain a clear picture of children's family life, home languages spoken and care routines. They have good systems in place to identify children's starting points and support their next steps for learning. Staff have developed very good observational skills, which enable them to identify the children's skills, needs and achievements. They also use the support of other professionals who help them devise individual educational plans for those children with additional learning needs. These systems help to narrow the achievement gap so all children make progress. Ongoing assessment enables staff to plan for the next steps in learning and enhance children's skills further. Plans are adapted to suit the children's individual needs and interests and, as a result, they make good progress towards the early

learning goals.

The atmosphere in the nursery is purposeful and busy. Each child has a key worker who gets to know the children well and develops a strong partnership with parents. When a child first enters the nursery as a baby, each parent has a record book which they share with the key worker. This tells them about food intake, nappy changing and sleep times as well as the activities the child has engaged in during the day. When the children start the pre-school, room leaders inform parents of their child's daily activities on a whiteboard. Together with regular progress meetings for each child individually, the parents are kept well informed of their child's progress. Parents are encouraged to share their expertise and skills with the children to support their learning and development. For instance a pharmacist visits and talks to the children about self-care by telling them about the importance of washing their hands to prevent the spread of germs.

Rooms are effectively set up to reflect the needs of different ages. The rooms for the babies are safe and have a good range of soft play materials for them to explore. There are areas with tactile toys for them to engage with to support their sensory play. They have large crayons to make marks on big pieces of paper on the floor, which develops their hand control. Their learning environment is extended to include a safe, grassed area outdoors, constructed especially for their early development with mirrors and metal objects for them to bang wooden and metal spoons. The staff support the children's emotional needs well and are adept at comforting them when they cry and managing their care in a warm and friendly manner.

Toddlers have a large, bright room which extends into a conservatory and leads to the outside play area. They are able to move freely around between rooms and outside, choosing where to play, which develops their self-confidence and independence well. There is a quiet book area where they can sit with friends and share a book, increasing their social skills. There are plenty of opportunities for children to explore new materials. For instance, a group of four children wash dolls in water with bubbles while others dig in a sand tray and fill up different sized containers making sand pies. Young children experiment with thick paint while being encouraged to say what they are making as they express their creativity. Other staff support children's make-believe play as a shopkeeper and serve the ice cream asking how much they are charging, and counting out the money which enables the children to learn mathematical skills in an imaginative context.

Older children in the pre-school find their names by being encouraged to look at the initial sounds. The children are active learners as they learn to count while they sing action songs such as 'Ten Green Bottles' and join in a song about the days of the week. They listen to a story about their five senses and discuss with staff what parts of their body they use, extending their vocabulary.

The children use the outside play area every day. They develop good physical skills by riding on tricycles and bicycles, and there are low logs for them to practise balancing. However resources to extend and challenge the physical development of older children by swinging, climbing or sliding are not fully in place. There are visits to the local park and local shops to buy cooking ingredients, which gives the children experiences to learn about the social world around them. A librarian visits the nursery every month to encourage a

love of books, extend the children's vocabulary and provides them with opportunities to dress up and learn through drama.

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

Children move around the nursery and show high levels of confidence. The atmosphere is purposeful and busy. Children soon settle and show security by making positive relationships with their key person. The number of good quality staff helps to ensure that the children's needs are well met. They resolve any issues that arise between children in a fair and sensible manner, which results in good behaviour. The children learn to share and are tolerant of others. They receive plenty of praise and learn about behaviour expectations. For instance, older children are reminded about rules by staff consistently before each session. This helps to support their personal and social development and teaches them to respect others and have good listening skills. The staff understand the needs and routines of babies and toddlers and provide consistency of expectations and continuity of care. They are given cuddles to comfort them and plenty of praise when they try new things. The children make positive friendships and encourage others to join in their games.

Children are able to sleep when they need to. Babies and toddlers soon settle down in cots and on comfortable mats, with their own named boxes with their blankets and pillows. This gives them a feeling of security and belonging. Older children still have this opportunity but most of them prefer to have a quiet book sharing time with members of staff.

At lunch times there are plenty of opportunities for children to help themselves to food and clear away afterwards so they gain independence and skills for the future. The cook provides healthy lunches and snacks with plenty of fresh fruit and vegetables. The meals have variety and reflect the children's different cultures. They also ensure a good balance of ingredients to support healthy lifestyles for the children. Staff are clear about dietary needs and information about children with allergies is noted for all staff to adhere to. The children learn good self-care and soon learn to wash their hands after messy activities and using the toilet. The staff use disposable gloves and aprons for food handling and changing nappies to reduce risks of cross infection. Accidents are recorded with time and treatment to safeguard children's welfare and share the information with parents.

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

The inspection took place because of a recent inspection of the fire safety requirements for the nursery and notification made to Ofsted following this inspection, regarding concerns about fire safety equipment and procedures in the nursery. This inspection has found that all required steps to improve the fire safety of the nursery have now been completed to protect children and adults' welfare. These included updating all fire and electrical maintenance systems and risk assessments, improving emergency evacuation

procedures for children and staff, and by staff attending a training session in fire safety.

Leadership and management of the nursery are strong and actions to improve the provision have been swiftly taken. Staff are well qualified and many are well established, which helps promote a sense of security for children and parents. The nursery is well organised and runs smoothly to meet the children's care and learning needs. Policies and procedures are kept up to date and regular meetings ensure that staff understand and carry them out which provides consistency and safety. Robust recruitment and vetting procedures and a well-monitored induction programme means that staff understand their roles and responsibilities and promote children's well-being. Managers monitor staff suitability well by observing their practice and identifying their training needs. For example, a recent programme has resulted in staff improving their observational skills and being able to write high quality progress reports for children. Staff have a clear understanding of their roles and responsibilities regarding safeguarding procedures and the steps to take to report any concerns about a child's welfare. They know the possible signs and symptoms that may indicate that a child is at risk of harm. This knowledge helps staff to ensure the safety of all children.

Risk assessments are now fully in place for both indoor and outside areas, as well as trips out and about the local community. Staff identify potential hazards and take appropriate steps to minimise risks, such as keeping resources in good repair. These procedures, together with daily checklists, help staff to ensure the premises are safe, hygienic and suitable for the children. The children are well cared for in the event of an accident as many staff hold suitable first aid certificates and inform parents of the medical care taken.

All areas of the nursery are well resourced and the equipment is organised and well maintained. Many interesting activities are well planned and resourced with staff supporting and encouraging the children who access them. Children are appropriately supervised at all times so they keep safe. Access to the nursery is kept secure, using an electronic entry system and parents, staff and visitors sign in to help safeguard children.

Staff have a good understanding of child development and how they learn best. They can discuss in detail how they support the children's needs and extend the most able through challenging activities. High quality displays in each room give examples of the range of educational activities on offer. For instance, there is a large map of the world with photographs of the older children and where their families come from. The interests of the children are paramount and the plans are adapted and extended to meet their learning needs. Another display shows the children's favourite stories and quotes explaining why they like that particular book. Detailed observations are made of the children's progress and these form a personal learning file with photographs and pieces of work. Tracking identifies any gaps in learning and children receive further support to improve their achievements.

Relationships with parents are positive and parents say they are pleased with their children's achievements and the care that they receive. The nursery seeks parents' views on their provision through annual questionnaires and this helps staff to reflect and evaluate their practice in order to drive improvement. Parents receive good quality progress reports about their children. However, the nursery does not fully provide parents

with opportunities to further support their children's learning at home, to help them make further progress. Relationships with the local schools are well established and help provide continuity of education by teachers visiting the nursery and meeting and observing their new school children.

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	EY297574
Local authority	Croydon
Inspection number	927845
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	47
Name of provider	First Step Day Nursery
Date of previous inspection	18/10/2010
Telephone number	0208 771 7727

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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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