

First Steps @ Roko

Roko Health & Fitness Club, 442 Copnor Road, PORTSMOUTH, PO3 5EW

Inspection date	02/10/2013
Previous inspection date	15/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Partnership with parents is strong with systems in place to work together on children's care and early education.
- Some teaching support is of good quality which means that some children make good progress in their learning and development.
- Generally children show confidence, motivation and have overall positive relationships with staff.

It is not yet good because

- Staff do not carry out robust risk assessments to ensure all hazards are minimised for toddlers.
- The key person system is not always used most effectively to support all children and parents to build the strongest bond with their special person.
- The monitoring and evaluation of staff practice, to drive improvement is not rigorous to thoroughly drive improvements in staff performance.

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 children's play and staff interaction, indoors and outside.
- The inspector spoke to the joint manager and staff at appropriate times throughout the day.
- The inspector sampled children's records, safeguarding and welfare documents.
- The inspector also took account of the views of parents spoken to on the day and written parental feedback.
- The inspector undertook a joint observation with the manager.

Inspector

Lorraine Wardlaw

Full Report

Information about the setting

First Steps @ Roko registered in 2007 and operates from the Roko Health and Fitness premises in the Copnor area of Portsmouth. The nursery is open for sessional and full day care Monday to Friday 7.30am until 6.00pm all year, apart from bank holidays and a week at Christmas. The creche is available on a sessional basis and provides two sessions each morning and afternoon; these children are cared for within the nursery. The play scheme is open during all school holidays from 8.30am until 5.30 pm, providing care for children from 4-12 years. It is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. Currently there are 61 children in the early years age range on roll. The nursery is in receipt of funding for the provision of early education.

The nursery currently supports children with special educational needs and/or disabilities and those learning English as an additional language. Children use a variety of facilities within the centre and its grounds. A team of 14 staff including the manager work with the children. All staff apart from one, hold a relevant early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised

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

- monitor and evaluate staff practice more thoroughly to encourage their teaching to be well matched to all children's needs and to improve staff engagement with younger toddlers particularly during freely chosen play and mealtimes.
- further support children's personal, social and emotional development, for example, by providing more consistent opportunities for the younger children to develop a closer bond with their special adult during everyday care routines.

Inspection judgements

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

Children demonstrate they are keen and eager to learn, particularly the older, more able, confident children. They enjoy their play and make choices first thing in the morning through a pictorial system of the play resources the nursery has to offer. The combined groupings of rising two-year-old children with rising four-year-old children is managed appropriately by the key staff, through the use of colourful, wooden barriers. This means that throughout the morning both the toddlers and the pre-school children access a variety of play activities from the creative area to the role-play area. Most children engage in purposeful activities, such as completing a puzzle in a small group or explore the water with friends. Staff get down to the children's level and interact sensitively with them, giving them support and guidance to promote their communication, language, physical and social skills. This is particularly evident in the baby area, and with the older children who are receptive to learning. However, for some groups of children particularly the younger toddlers the experience of nursery is less than good. This is because staff do not take the time to engage and interact purposely with those children, which means they are often left to explore and play independently. They take part in the routines and activities such as singing, but staff do not always notice they have limited engagement, or try to draw them into the activity. As a result, staff do not always meet all the children's learning needs well. Other older toddlers, however show good engagement in the singing activity, because staff give them their full attention. They enthusiastically join in the actions, and the words. Children who are very confident stand and recite a whole song, to their own delight and the praise of the staff. This shows that some children are very confident in the nursery.

Staff complete assessments of children's development, including the progress check for two-year-old children. Overall, all children are developing skills that will help them in their future. Overall, staff have a sound knowledge of the learning and development requirements. There are some good teaching and learning opportunities, such as during key group time when older toddlers learn to count, name animals and their sounds, through the use of soft toy animals, zipped animals and singing. Pre-school children demonstrate they are learning well, particularly in mathematical development, because they accurately and spontaneously talk about numbers, using their fingers and talk about their age. They listen well and take part in a musical game playing instruments loudly and softly. However, overall the quality of staff teaching is inconsistent. For example, during snack time staff do not sit with the children to promote social and language skills. Staff tend to supervise this routine, and a member of staff stands over them and asks what they want to drink. At lunchtime, staff do not get down to the children's level, or give them good eye contact and talk to them to further develop children's conversational and social skills. The majority of staff know their key children well, and have recorded their capabilities in an attractive learning journal. Some of the adults can identify their children's next learning steps. However, this does not happen successfully across the whole team. For example, the younger toddlers who have not yet acquired full spoken language skills, are asked questions, instead of being given a narrative or commentary by the adults. This is because staff are not always confident to change their practice to suit the individual needs of children in different age groups.

Staff are able to identify children with special educational needs and/or disabilities, and put additional programmes in to place to support their development. For example, staff help children with 'Mr tongue' activities to support their speech development. Children who

learn English as an additional language are supported appropriately by staff. Although, staff have not yet worked with parents to gain words in their home language to support their language development, this is planned for the future.

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

Overall, children settle well at the nursery and older children show they have good relationships with staff and good levels of self-assurance. Although a key person system is in place it is not always fully effective for the rising two-year-old children attending. For example, key persons, or the key buddy do not carry out care routines such as nappy changing. Consequently, this means that the bond between the child and the key person does not develop as quickly as possible, to thoroughly develop children's personal, social and emotional development.

There are suitable systems in place to promote children's awareness of healthy lifestyles. Children use hand gel before eating and are reminded by the adults to wash their hands after using the toilet. Older children respond to their own toileting needs, but the toddlers have a few mishaps because they are not always reminded by their key person about their toileting needs. Management notice and staff change children's clothes to support children's comfort. Children take part in outdoor play as either whole group, in the latter part of the morning, or when they make an outdoor learning choice. They enjoy the risky play on the large tree trunk steps and show they are developing good physical skills. They practice their movement and climbing skills on the frame and slide. Children enjoy a healthy snack, mid morning, of fruit, cheese and breadstick. A well balanced meal cooked off site, but brought in, contributes positively to children's health and well-being.

Children demonstrate good behaviour in relation to their age, and know the rules and boundaries of the nursery. Staff encourage children to walk indoors. Most children show they can behave in safe ways but because staff are not vigilant with regards to the hazards for younger children, their safety is not fully guaranteed. For example, the pre-school staff leave out a sorting tray of tiny buttons which the toddlers and under two-year-old's have free access to. This is because the play space is shared for all children aged from rising two to four year old children. Overall, there is a stimulating environment with play resources available in the open plan, play space, to support children's development. For example, children can view some of their work displayed on the wall, which prompts them to freely talk about it, such as the spider picture. The play and learning areas are suitably planned, with defined areas, with some good quality furniture and child accessible storage and resources. However, when there is high volume of babies and children indoors, the noise levels across the open plan nursery increase which affects children's ability to listen well. Overall, the nursery suitably supports children's care and development, which means they are ready for their next stage in life.

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

Overall, arrangements for safeguarding children are sound. This inspection was brought forward following information received that children are not kept safe on outings and ratios are not always correct. The management team and staff conduct suitable risk assessments for outings which show a higher ratio, of child to adult and take action to minimise risks, such as doing lots of headcounts. Staff supervise children adequately according to their age and stage on outings and keep older children within sight at all times, if they are with a family adult. However, during the inspection staff were not minimising hazards to younger children adequately. This is because they did not have checks in place to ensure resources such as small buttons were out of their reach, which presents a possible choking hazard. The nursery meets the correct adult to child ratios and staff supervise children appropriately when playing on risky outdoor equipment. The designated lead for safeguarding children is clear on the procedure to take if an allegation is made against a member of staff or if she is worried about a child. Staff are trained in child protection and first aid. They keep suitable records on medication administered, accidents and existing injuries to children. The management team complete a suitable recruitment and vetting procedure before new staff commence at the nursery and unvetted apprentices are never left alone with children. New staff undertake an induction programme, so they are aware of the nurseries policies and procedures.

The manager has a sound overview of the educational programmes offered but the systems for improvement do not currently analyse and self-challenge all aspects of the nursery practice. In addition, the system to monitor the quality of the teaching and learning by individual staff is not fully effective. This means there are some weaknesses in the quality of the teaching and learning support that is offered, for some children. Staff supervision takes place alongside annual appraisals but they are not rigorous systems which feed well into effective monitoring of staff practice. Partnerships with parents and relationships with them are good. There are mostly successful systems, which links the learning that take place, to children's home-life, such as workshops on messy play, and 'top tips for talking'. Most parents speak positively of the 'good nursery', about the friendly, approachable staff, of how happy their child is and how quickly their child settled. Overall, there is regular communication, between the parents and staff although it is not always with their key person. Parents view their child's learning journal and talk about children's progress and next learning steps, at a meeting each term. Partnerships with external agencies and the local schools are suitably established. For example, the management team liaise with agencies to support children and families with special educational needs and receive reports. This provides positive continuity for children and supports their progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (Compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises. Ensure that all necessary measures are taken to minimise any identified risks. (Voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY365331
Local authority	Portsmouth
Inspection number	937590
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	62
Number of children on roll	61
Name of provider	First Steps Nursery (BMTH) Limited
Date of previous inspection	15/04/2010
Telephone number	02392 639777

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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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