

First Steps Day Nursery

26 Church Road, Croydon, Surrey, CR0 1SB

Inspection date

23/10/2013

Previous inspection date

12/11/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- Children benefit from a welcoming environment where they choose from a wide range of resources that are suitable for their age and needs.
- Staff have positive relationships with parents and keep them well-informed.
- Children take part in a balanced variety of activities and experiences.
- The management team are committed to continual development and have worked hard to improve the quality of the nursery.

It is not yet good because

- Arrangements for the induction of new staff are not sufficiently robust to help them know how to manage children's behaviour.
- Children do not always benefit from a varied and well balanced diet and opportunities to make healthy choices.
- Planning for outdoor play is not fully developed throughout the year to support children's learning and development.
- Story time sessions are not always well organised to take account of all children's differing needs.

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 taking part in activities indoors and outside.
- The inspector had discussions with the management team and staff.
- The inspector sampled records including children's files, planning, self-evaluation and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

First Steps Day Nursery is run by a limited company and registered in 2004. It operates from a two storey renovated chapel in central Croydon, within the London Borough of Croydon. There are two rooms within the nursery and an enclosed area for outdoor play. The first floor playroom is accessed by stairs.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. It is registered on the Early Years Register. There are currently 32 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged two-, three- and four-years-old. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff who work with the children including the manager and the owner. The owner holds Early Years Professional Status and the manager holds an early years degree. There are two members of staff who hold qualifications at level 3 and two who hold qualifications at level 2.

What the setting needs to do to improve further

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

- ensure that staff induction is planned so that new staff receive appropriately timed support and guidance to help them understand their role and responsibilities.

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

- review weekly menus so that children are offered more variety and healthy options
- improve the planning for outdoor play so that children benefit from a wide range of outdoor play experiences throughout the year, based on their interests and needs
- review the organisation of large group story sessions to ensure that the needs of all children are taken into account at these times.

Inspection judgements

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

Staff welcome all children into the nursery. They gather detailed information about each child's background, needs and starting points before they start. They ask parents to complete comprehensive registration forms for their child and talk to them during settling-in visits. This ensures staff are familiar with children's individual needs and can provide the care they require. Staff plan and provide a suitable variety of activities and experiences for children over the course of the day. They observe children's achievements regularly, identify the next steps for their learning and use these to plan activities that build on their skills. As a result, children make steady progress overall in relation to their age, starting points and capabilities. Children play outside every day and enjoy a wide variety of outdoor activities in the warmer months. However, staff do not plan a range of interesting and challenging outdoor experiences throughout the year that are based on children's interests and needs to help them continue to make progress.

Staff help children learn a range of useful skills and attitudes that prepare them appropriately for school or the next stage of learning. They support younger children's language development well when they talk and sing to them as they play. Older children speak confidently and staff encourage them to join in conversations. Staff provide cosy book areas where children can share stories. Most children listen attentively and enjoy staff-led story times. However, staff do not always plan these sessions effectively to meet the needs of all children at the nursery. For instance, children with additional language needs become bored and lose concentration as the group is too large. Staff encourage children to draw and write as they play and older children proudly show them when they manage to write their name. Children who speak English as an additional language receive appropriate support as staff find out key words that they use at home, and use tools such as pictures and signs to aid communication.

Staff encourage children's understanding of number through everyday activities. They sing number songs and rhymes with younger children and support them as they sort different sized objects into baskets. Older children work out how to fit the train track together to make the shape they want. Staff guide and support children as they find the correct pieces in a large puzzle. Staff set out resources so that babies and toddlers can explore them freely and choose things for themselves. Young children enjoy investigating toys in baskets and climbing safely in and out of large boxes. Older children become absorbed in their play as they play with the sand and staff allow them space and time to experiment. Children use their imaginations when they play in the role play 'travel agents' and enjoy dressing up. Staff provide a range of creative resources for children to paint and make things. Older children enjoy painting pictures and younger children have fun with big crayons and large sheets of paper on the floor.

Staff keep parents well informed on a day-to-day basis. They fill in daily diaries for younger children and talk to all parents every day when they bring and collect their child. Staff invite parents to regular meetings to review children's progress and discuss their next steps. They encourage parents to share information from home. For instance, they

provide journal sheets for them to fill in about activities children have done at home over the weekend or during a holiday. This approach helps involve parents in their child's learning.

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

Children have positive relationships with staff and play happily with their friends. Staff spend time getting to know children when they start and an appropriate key person system is in place. Babies benefit from consistent carers and when their usual key person is absent, another familiar staff member takes over this role for the day. Staff have a calm and caring approach and are sensitive to children's needs, giving them lots of cuddles and reassurance when needed. This promotes children's emotional and physical well-being and helps them settle well. Children quickly become familiar with the routines and expectations of the nursery and generally behave well.

Staff organise resources within the nursery to create a welcoming play environment. Children have some good opportunities to select resources and play materials for themselves. As result, they grow in confidence and independence. Staff make regular checks of the premises and ensure appropriate precautions and safety measures are in place. This helps ensure children can play safely. Staff supervise children appropriately. For instance, they make sure they are aware when children are using the toilets and take them outside to play in small groups. Staff help children learn about risks and keeping themselves safe when they show them how to use the scissors carefully or remind them why they must not run inside. Children take part in regular fire drills, which ensures everyone knows what to do in an emergency.

Children play outside every day as part of a healthy lifestyle and benefit from the fresh air and exercise. They learn to manage their own personal needs when staff remind them to wash their hands before they eat. Children enjoy regular meals and snacks and any special dietary needs are taken into account. However, meals are not always well balanced over the day and do not always include healthy alternatives for children. For instance, on some days children have fish with baked beans for lunch, and then baked beans again at teatime. This does not fully promote children's good health or encourage children to make healthy choices.

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

Suitable arrangements are in place to safeguard children. Robust recruitment procedures ensure that all staff are appropriately vetted and qualified, which means they are suitable to work with children. All staff attend child protection training. This ensures that they understand their responsibilities towards the children in the nursery and know what steps to take if they have concerns about a child. The management team monitor staff performance appropriately through regular supervision and appraisals and staff have opportunities to attend local training courses. There is an induction programme in place,

but this is not always effectively organised to ensure that new staff are well supported in their roles. This is a legal requirement of the Statutory Framework for the Early Years Foundation Stage. For instance, very new staff are sometimes expected to take on too much responsibility, such as for managing children's behaviour, before becoming familiar with the relevant policies and procedures of the nursery.

The management team show a clear commitment to development and improvement. They have made good use of local authority support and worked hard to make changes to the nursery since the last inspection. They have developed staff's understanding of the Early Years Foundation Stage framework and how to assess children's progress and plan for their learning. They have also updated the systems for observation and planning. Children now benefit from a suitable range of planned activities and experiences across all areas of the curriculum and staff monitor and track their progress more effectively. The management team has also introduced more thorough systems for monitoring and evaluating the nursery, to ensure that requirements are consistently met and that any areas for future development are quickly identified.

Staff work closely with parents and welcome them into the nursery. Parents value the caring and welcoming approach of staff. They are pleased with their child's progress and feel that staff keep them well-informed. Parents have access to a range of policies and procedures and are kept up to date about the nursery through information on notice boards and in newsletters. Staff also work closely in partnership with other professionals and agencies where necessary, such as if children have additional needs. For instance, they meet with other professionals regularly to review children's care and agree shared strategies for support. This ensures children experience a consistent approach to their learning and care.

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	EY289832
Local authority	Croydon
Inspection number	895961
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	32
Name of provider	First Steps Nurseries Limited
Date of previous inspection	12/11/2012
Telephone number	020 8681 8430

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

