

# First Steps Nursery and First Steps Playscheme

Royal Devon & Exeter Healthcare NHS Trust, Royal Devon & Exeter Hospital, Barrack Road, EXETER, EX2 5DW

<b>Inspection date</b>	18/11/2013
Previous inspection date	07/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	1
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

- Staff are enthusiastic and have a good understanding of how children learn and develop. Children's records show that they are working securely within their expected age ranges.
- Children are safe, happy, motivated and keen to learn. They demonstrate high levels of independence and curiosity.
- There is an effective key person system in place which promotes good partnerships with parents and effectively supports children's well-being.
- Effective transition practices mean children are well prepared for the next stages of learning.

### It is not yet outstanding because

- Staff have yet to fully develop strategies that will effectively encourage parents to contribute towards their children's progress records.

## 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 sampled a range of documentation, discussed children's welfare, progress and self-evaluation procedures with the manager.
- The inspector viewed all areas of the nursery with the manager that the children have access to.
- The inspector had discussions with the childcare services manager, two SENCOs and staff, and took account of the views of four parents spoken to on the day.
- The inspector took part in ongoing discussions with the managers throughout the day, keeping them notified on the emerging findings.
- The inspector observed children in three different rooms and completed a joint observation with the manager.

## Inspector

Janet Harvell

## Full report

### Information about the setting

First Steps Nursery and First Steps Play scheme registered in 2010. It is owned by the National Health Service and operates from a purpose-built ground level building in the grounds of Royal Devon & Exeter Hospital, Devon. The nursery serves National Health Service staff. Children are cared for within seven age related play rooms with a separate play room for the holiday play scheme. The nursery is open each weekday from 7am to 6pm all year. The play scheme is open from 7.45am to 6.00pm during school holiday periods only. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 277 children on roll in the early years age range. The nursery provides funded early education for two, three and four-year-old children. It also supports children with special educational need and/or disabilities and English as an additional language. A team of 42 nursery staff are employed to work with the children. Of these, all have appropriate early years qualifications, which include two qualified teachers and two staff members with Early Years childcare degrees.

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

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

- Strengthen partnerships with parents further by encouraging more reluctant parents to contribute to their children's personal learning and development records.

### Inspection judgements

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

Children are happy, settled and play confidently. Staff have a good knowledge of the seven areas of learning. They use this understanding effectively to plan activities and experiences to meet children's individual needs and interests. The children enjoy playing with a good range of resources which promote their development well in all areas. Staff place significant emphasis on children's learning outdoors and create good opportunities for investigation. There are a good range of learning opportunities in the garden, which include a 'mud kitchen' area. Activity planning follows children's interests well. For example, children create models of nocturnal animals following on from a discussion about Halloween and the visit of an owl to the nursery. Children enjoy active learning opportunities. They collect and use a range of natural materials, including leaves and sticks, to make their own nocturnal animals. Staff engage enthusiastically with children as they play, which supports their learning well. They make effective use of open questions during the activity helps children develop good communication skills. Staff make good use of pictures to support children's understanding further.

Parents complete an 'All About Me' form when their child starts at the nursery which provides staff with information on the children's starting points. Staff continue to work closely with parents in order to build on children's home experiences and parents speak enthusiastically about the settling-in procedure and the daily feedback they receive. However, staff do not fully encourage parents to contribute towards their child's development records to support learning and development further.

Key Persons complete regular observations on each child. They use these to write individual learning plans to effectively support children's next stages in learning. As a result children reach their expected levels of attainment in all areas of their development. Staff complete progress checks for two-year-old children effectively and provide parents with summaries of their child's development. They also discuss any areas for additional support that children may need.

Staff are skilful at following the children's lead and provide good support to promote their development. Children confidently make choices between activities which helps motivate them to learn. For example, in the baby room children use all of their senses as they play with rice and spaghetti. They demonstrate deep levels of concentration as they engage in active learning, play and exploration. This provides sound foundations and helps them develop positive attitudes to learning in preparation for school.

The nursery works effectively with a range of professionals to meet the individual needs of children, who they identify as having additional educational needs. There are effective procedures in place to support children for whom English is an additional language. Children make good progress in their learning and development from their starting points. For example, staff use a 'key words' list and ask parents to provide the home language words. Staff include these words in displays and use them as they communicate with the children. This respects children's cultural backgrounds and support them well in their language development.

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

There is a calm, happy environment within the nursery and the good key person system enhances children's well-being. Before a child starts at the nursery staff find out as much information as possible to support their transition. The key person works closely with parents to meet the children's individual care needs and provide a consistent approach. As a result children are happy and make good progress during their time at the nursery. These strong relationships also support children's future transitions within the nursery or to other settings. For example, staff work closely with parents and each other to support children transferring between rooms or to another setting. There are two rooms for each age range, one for younger and the other for older children. Staff encourage older children to be more independent by introducing them to the different routines that the different rooms follow. As a result children settle quickly when moving within the setting.

Children enjoy what they are doing, learn to behave well and play co-operatively with adults and each other. They benefit from the positive, effective behaviour management

strategies that staff implement. For example, staff encourage children to share and take turns in their play. As a result children understand behavioural boundaries and play harmoniously together. Staff create an environment within which children feel safe and secure. Access to the nursery is through a secure door. Staff give high priority to children's safety by completing daily risk assessments. Consequently children feel confident to explore their environment and the range of resources, and make good progress across all areas of development.

Staff organise the environment very effectively with resources in baskets on low level shelving or the ground so that all children, including babies, can make independent choices and initiate their own learning. Children are independent because staff encourage them to use the toilet by themselves. Babies spoon-feed themselves and older children can put on their coats and boots to go outside. These skills effectively prepare children for their next stage in learning.

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

Leadership and management of the setting are good. Enthusiastic and passionate leaders demonstrate a strong commitment towards the continuous development of practice that benefits all children. The management team demonstrate a good understanding of the strengths of the setting. They use self evaluation effectively to identify areas of development in order to raise the quality of the provision. For example a review of the risk assessment for outings has taken place.

The new manager has a good understanding of her responsibility in meeting the learning and development, and safeguarding and welfare requirements. She is supportive of staff and has a strong commitment towards developing staff practice. Regular supervision and staff appraisals highlight personal and team development needs. The manager has effective procedures in place to review children's progress files to ensure that she maintains a secure overview of children's progress.

Effective recruitment and induction procedures ensure the employment of suitable staff. Staff have a good understanding of their roles and responsibilities because of the thorough induction processes. All staff have paediatric first aid qualifications. Safeguarding practice is a particular strength. The nursery's safeguarding arrangements are clear and demonstrate effective understanding of the procedures and a secure awareness of how to protect children. For example there are regular child protection team meetings and staff attend annual safeguarding training. A comprehensive range of policies and procedures are in place to support children's welfare. These are readily available for parents to access in the reception area. The documents include information on safeguarding, health and safety and behaviour management.

Good partnerships with parents and outside agencies enhance children's care and learning. Parents receive valuable information about the setting. A daily communication slip provides them with full information on their children's experiences over the day.

During discussions, parents speak highly of the setting and its good reputation. The setting has an effective system for exchanging information with other settings that the children attend; this includes two-way communication about children's development.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY407433
<b>Local authority</b>	Devon
<b>Inspection number</b>	822551
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	138
<b>Number of children on roll</b>	277
<b>Name of provider</b>	Royal Devon and Exeter N.H.S Foundation Trust
<b>Date of previous inspection</b>	07/02/2011
<b>Telephone number</b>	01392405868

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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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