

# First Steps Nursery at New Park School

New Park Cp School, Skipton Road, HARROGATE, North Yorkshire, HG1 3HF

<b>Inspection date</b>	23/01/2014
Previous inspection date	05/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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's transitions into the nursery are managed very well because these are tailored to their individual needs. Consequently, children settle well and are confident in being away from their parents.
- Good relationships with parents and carers are fostered through frequent communication, which means information is continually shared. This benefits each child's ongoing care, learning and development.
- Activities are carefully planned to meet children's interests. This means they want to take part, constantly develop their knowledge and make good progress in their development.
- Practitioners provide children with a bright and welcoming environment. They are able to explore freely and decide what they want to play with, which means they feel comfortable and at home in their surroundings.

### It is not yet outstanding because

- There is scope to enhance the presentation of books in the playroom, to further support children's learning in the different areas.
- Occasionally, whole group activities are not organised as well as they could be, which means some children are not always fully engaged at this time.

## **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 had a tour of the premises and observed children playing in the playroom and the outdoor area.
- The inspector met with the owner/manager and spoke with practitioners and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and discussed the provider's improvement plan.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation with the manager of an activity that involved children using play dough.

## **Inspector**

Diane Turner

## Full report

### Information about the setting

First Steps Nursery at New Park School was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom at New Park School in Harrogate, North Yorkshire, and is privately owned and managed. It serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold level 2. The nursery opens Monday to Friday during term time only from 9am until 3pm. Children attend for a variety of sessions. There are currently 31 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance the presentation of books in the playroom, for example, making these available in all areas so children can use them for reference, to further support their good learning
- strengthen the organisation of whole group times, so all children are consistently supported to be fully engaged in the activity.

## Inspection judgements

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

Practitioners are confident and competent in their teaching. They have a good knowledge and understanding of how children learn and make clear links between observation, assessment and planning. Consequently, children's interests and individual development needs are accurately identified and activities are carefully planned to support these. Activities are presented in a fun way, which means children are keen to take part. This successfully underpins their learning and development. As a result, they make good progress and are equipped with the necessary skills for school when the time comes. For example, practitioners observe children pretending to go to the moon as they use trains. They seize the opportunity to support children to develop their knowledge and understanding of space by providing exciting activities that incorporating several areas of learning. As a result, children learn about wearing a space suit to combat gravity, how to

make an 'oxygen pack' and how to programme the destination of their 'rocket' into the computer. This fully supports children to extend their understanding of the world and information and communication technology.

Practitioners provide a bright, welcoming and stimulating environment for children, which is rich with examples of their work and labelling to show print has meaning. For example, children use their photographs and name cards to self-register on arrival. Practitioners make good use of posters to consolidate children's learning, such as asking them to point out the earth and moon as they teach them about planets. A good range of books are provided. However, these are not available in all areas of the playroom. This means that while children enjoy reading stories in the book corner, they do not use books fully for reference in other areas of their learning. Practitioners constantly engage children in conversation, which means they develop good listening skills and increase their vocabulary. For instance, as children 'land' on the 'pink moon' they ask them what lives there. Children delight in responding with 'dinosaurs' and relating how carrots and turnips also grow there. This shows children are well supported in using language to express their imagination. Children have regular opportunities to come together as a group. This means they learn to cooperate in their learning. For example, they learn to count together and decide on what the weather is like each day. However, as children sit together prior to lunchtime, practitioners do not always ensure all children are positioned so they can see props being used, for example. This means some children do not benefit fully from the activity as they are not fully engaged.

Practitioners provide a good balance of adult-led and child-initiated activities, which means children learn in different ways. They know when to give children time to play interrupted and when to join in to extend their knowledge. For example, they give children time to explore the texture of dough. A child uses this to roll, cut out and place shapes on a baking tray. This shows she is independently learning how to follow a process and achieve a planned result. A practitioner suggests putting the tray in a toy oven, so the 'cakes' cook. The child responds positively and the practitioner asks the child 'What number does the oven need to be on?'. The child responds with 'six' and the practitioner helps her to find the number on the dial. This successfully supports children to use number for a purpose in their play. Practitioners make good use of observation and assessment to monitor children's learning and keep parents fully informed of this. For example, parents have free access to their children's progress record, so they know how they are developing in the nursery. Parents are asked to share their observations of their children's achievements at home through discussion and recording these on a slip. These are then included in their child's learning record. This means practitioners have a holistic view of children's learning and can plan precisely for their next steps. Parents state that they are very pleased with their children's progress in the nursery.

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

Children have secure attachments with their carers, which are established at the start of their transition into the nursery. For example, settling-in visits are offered so children become familiar with their new environment at their own pace. Parents are asked to provide photographs and information about family members and items that reflect the

child's interests. These are used to make an individual 'chatterbox' for the child. This provides key persons with good information about each child, and enables children to get to know one another as the items are shared and discussed at group times. Practitioners respond quickly to children's needs. For example, when they recognise very young children are becoming tired, they encourage them to rest in a quiet area. Comfort items are used in line with children's individual needs. Consequently, children quickly feel secure in their environment and separate from their parents easily on arrival. Children who speak English as an additional language are supported well. For example, key persons use 'interest' boxes to engage children in learning words for items in English. Practitioners also celebrate festivals linked to families' cultures in the nursery, such as St Nicholas Day. This shows diversity is valued and benefits all children in learning about the wider world.

The nursery's relationships with schools children will move on to are good. For example, teachers are invited to visit the nursery to meet children in a familiar environment and have discussions with key persons. This means relationships can start to be developed and children's level of development is known before the move is made. All of this makes children's transition to the next stage of their learning a positive experience. Children learn to behave well because practitioners provide secure boundaries, so they know what is expected of them. For instance, they play music to indicate it is time for children to help tidy away the toys before lunch. Consequently, children learn to take responsibility for keeping their environment tidy, and this in turn gives them confidence in their own abilities and raises their self-esteem. Practitioners give good attention to helping children learn about personal safety. For example, during role play they remind children to be careful not to 'burn' themselves as they use the toy oven. As children use knives to cut play dough, practitioners sensitively remind them that although these are not sharp, they still need to keep their fingers away from the blades. This means children develop useful skills for the future.

Practitioners promote children's good health very well. For example, each day begins with a 'wake and shake' session when children join in with vigorous exercise, such as pretending to be an 'alien', running on the spot and stepping from side to side. This energises children for the day ahead. Children have good opportunities to use equipment, such as beams and benches, indoors to develop their climbing and balancing skills. They have access to a well-resourced outdoor area during the session, which means they benefit fully from fresh air. Children delight in the added dimension the space brings to their play as they learn to build on a larger scale and use resources that can be moved and used in different ways. For example, they line up items, such as tyres, and build with crates. They confidently use spades as they dig and find items buried in bark and use their imagination as they make cakes in their 'mud kitchen'. Children are supported well by practitioners in developing confidence and independence in their self-care. For example, they give children time to try and put their own shoes back on after using large equipment indoors. This prepares children to deal confidently with similar activities at school.

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

The nursery is led and managed well. This means children's safety, well-being and learning are promoted to a good standard. Clear policies and procedures underpin the efficient operation of the service, and any risks to children's safety are minimised effectively. The premises are kept secure at all times and well-embedded arrangements are in place for the safe collection of children, which means there is no unauthorised access to the building or children. The arrangements for the recruitment and vetting of staff are thorough and include taking up three references and a Disclosure and Barring Service check. This means that the owner/manager can make informed decisions about the suitability of those working with children. The owner/manager acts competently as a mentor for practitioners during their induction and on an ongoing basis. For example, she makes regular observations of their practice to gauge the quality of their teaching. Supervision meetings are held on an ongoing basis and an annual appraisal is conducted. This enables staff to continually reflect on and evaluate their practice and identify any training needs to move this on. The owner/manager asks practitioners to evaluate her capacity to be a good listener and lead the team. This means that the performance management process is a transparent two-way process. All practitioners attend training in child protection, and as a result, they are confident in discussing the possible signs of abuse or neglect and know to whom they should refer any concerns about a child.

The owner/manager has a good understanding of the setting's strengths and areas for improvement. Practitioners contribute their views of the service at supervision and staff meetings, and the opinions of parents are obtained through discussion and questionnaires. Children's interests are embraced and fully implemented into the planning of activities. This fosters an inclusive approach to the monitoring and evaluation process. All actions for improvement raised at the last inspection have been addressed successfully through the cohesive efforts of the owner/manager and staff team and support from the local authority. A clear development plan is in place as to how the service will be taken forward. This means the nursery's capacity for continuous improvement is good. The educational programmes and the progress of individual children are monitored successfully and the nursery has links with external agencies to ensure children with special educational needs and/or disabilities receive tailored support. This means each child is supported effectively in reaching their full potential.

The nursery gives high regard to working in partnership with parents and keeping them well informed about the service. They receive a welcome pack when they start, which includes information about the Early Years Foundation Stage. Ongoing daily discussion and regular newsletters further support the good sharing of information. Parents are unanimous in their praise for the nursery. For example, they say that they find staff 'very approachable' and 'friendly'. They also say that the nursery provides children with lots of interesting activities, such as making 'moon rock' cakes and baking 'hedgehog' bread, and that they bring home lots of paintings to share. Parents also state that they 'love' to read their children's progress record and see how well they are developing.

### **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>	EY338738
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	912223
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Joyce Forster
<b>Date of previous inspection</b>	05/03/2013
<b>Telephone number</b>	01423 522100

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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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