

First Steps Nursery and First Steps Playscheme

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

| | |
|--------------------------|------------|
| Inspection date | 12/03/2014 |
| Previous inspection date | 18/11/2013 |

| The quality and standards of the early years provision | This inspection: | 2 |
|--|-------------------------|---|
| | Previous inspection: | 2 |
| 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 form close and supportive relationships with the children and as a result, they are happy, settled and confident.
- Children enjoy their time in a well-organised and attractive nursery as they independently access an interesting range of learning opportunities.
- Staff have a clear knowledge and understanding of how children learn and how to support their individual development.
- Staff keep parents well informed about all aspects of their child's care and learning. This builds trusting relationships and provides continuity in the children's care.
- The management are passionate about improving the quality of the provision to support children's learning.

It is not yet outstanding because

- Small group times are not always organised effectively so that all children are able to fully participate.

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 staff and held discussions with the manager and nominated person.
- The inspector undertook observations of children and staff's interactions with them, indoors and outside.
- The inspector spoke to some parents to gain their views on the setting.
- The inspector carried out a joint observation with the manager of staff's interactions with children.
- The inspector sampled some relevant paperwork including children's learning records, planning documents, staff qualifications and safeguarding policies.

Inspector

Katherine Lamb

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 round. The play scheme is open from 7.45am to 6pm 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 217 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 needs and/or disabilities and children who are learning English as an additional language. A team of 42 nursery staff are employed to work with the children. All staff working with the children have appropriate early years qualifications. This includes two qualified teachers and one staff member who holds an early years childcare degree. The nursery is supported by an administration team.

What the setting needs to do to improve further

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

- review the organisation of small group times to minimise disruption and enable all children to participate fully.

Inspection judgements

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

The nursery provision meets the needs of all children well. Children and staff understand the nursery routine and how sessions run. Staff show close, warm relationships with children and they know them well. There are good teaching techniques used by most staff, which has a positive impact on children's learning and development. This means that children make good progress from their starting points on entry to the nursery, including children who speak English as an additional language. Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage and complete regular observations and assessments on children's development. Staff plan children's individual next steps and include activities and learning opportunities for all children to support them to reach their potential.

Staff sit with children and talk to them about what they are doing, using effective questioning techniques to extend their learning further and their thinking skills. Children are very confident communicators; they constantly talk to their friends and engage in

regular conversations with adults. Staff aim to promote children's communication and language skills well, using picture cards and Makaton signing as well as verbal communication. For example, regular group times allow children the opportunity to communicate their thoughts and feelings with others. However, at times these can be dominated by more confident children with others losing interest and not being able to participate fully in the discussions.

Children enjoy mark making and appreciate being able to do it in a number of ways to develop their early writing skills. For example using paper bought by the nursery, to babies using sand and oats, feeling the texture in their hands looking at the different marks they have made. Children learn about numbers and weights as they make cheese scones with their friends to share at tea. They match the numbers of the ingredients' list to the numbers on the scales using a range of mathematical language. They are intrigued to see what happens to the mixture as they add the different ingredients and are encouraged to use a range of descriptive language.

Children benefit from having free-flow access to the garden for periods throughout the day, wearing appropriate clothing, meaning that children who prefer to learn outside are able to. Staff use the well-resourced garden in their daily routines, choosing to read stories with the children in the tree house where they discuss emotions, encouraging children to make different faces to express themselves. There is a range of equipment accessible for children to use promoting their physical development. For example slides, climbing areas and seesaws. Staff also allow children to learn to take risks using this equipment but ensure they are available should a child need them so they keep safe.

Staff gather information from parents regarding children's interests and learning at home, and share what children enjoy in the nursery. They also encourage parents to contribute observations and wow moments from home. Parents have ready access to records detailing children's 'learning journeys', which they can view at any time to keep up to date on their children's progress. Ongoing assessment of children's progress helps the manager and staff to identify any gaps in achievement. They seek support and advice efficiently from early years advisors and external agencies, such as speech and language therapists, where needed. Regular review meetings and discussions with children's key persons provide good opportunities for parents to take an active role in their child's learning. This two-way flow of information means parents are fully involved in their child's development. Staff actively help children to gain the skills they need for the next stage of their development and school. Appropriate arrangements are in place to complete the required progress checks for children aged two years and to share the information with parents.

The nursery is attractive and well resourced with designated areas to support different parts of children's learning and development. Resources are stored in boxes that staff label with photographs and this helps all children know what is in them. This also helps to promote children's independence when it is time to tidy up. Staff plan activities to cover all areas of learning and meet children's individual interests and needs to support their development. Children's progress records show their good achievements through photographs and observations. Parents are able to meet with their child's key person to discuss progress and next steps. This involves parents fully in their children's learning.

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

Children show close relationships with their friends and play in harmony together as they share their toys and are good communicators, especially the babies. Mostly children are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour. Key persons are allocated and these staff work well to form strong and trusting relationships with the children and their families. Staff respond well to the needs of individual children. Staff's interactions with children are supportive and encourage communication and discussion throughout all age groups, including babies.

Children's emotional development benefits from these secure attachments. Staff get down to children's level to play with them. Staff listen to what children have to say and are clearly interested in their thoughts, showing they value these, which helps boost confidence. Staff organise themselves very effectively so someone is always available to give children support should it be required. Children who learn English as an additional language are supported well as staff use partnership working with parents and external agencies to promote continuity in care practices.

Staff use mealtimes to promote healthy eating with the children. The children are able to eat home-cooked meals provided by the nursery or they can bring in a packed lunch. Staff provide parents with suggestions to continue the promotion of healthy eating. Meal times are a social occasion and most children are developing good table manners. The nursery meets their dietary and health needs well as details of any allergies children have are known and considered by staff. Children are encouraged to be independent with older children having free flow access to the bathrooms.

The nursery is clean and staff follow thorough hygiene procedures to keep it that way. The staff check the rooms before children arrive to make sure they are suitable for their use. Risk assessments are comprehensive and detailed, identifying risks and the measures to take to prevent them from happening to keep children safe. For example checking that garden gates are locked, preventing access to the public before children go out to play. The nursery is secure as parents and visitors have to ring a bell in reception to gain access with visitors asked to wait for the manager.

Staff encourage good behaviour from children; they model good behaviour and use praise to encourage children. They also give children explanations as to why they cannot do certain things so they learn about behaviour expectations and boundaries. There is an effective behaviour management policy in place that staff follow. Daily routines help children to understand about safety and careful use of resources. Children make friends, are interested in activities, enjoy their time and look after each other. These are all things that help them prepare for the eventual move to school. In addition, there are strong links in place with local primary schools and reception teachers have been invited into the nursery to meet the children, to support these moves.

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

The manager and nominated person have a good understanding of their responsibility in meeting all the requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, all children are well cared for and make good progress in their learning and development in relation to their starting points. There are comprehensive policies in place including safeguarding and equality of opportunity and staff understand and implement these policies daily. There is a robust recruitment and selection process. All staff have undergone suitability checks to work with children and Disclosure Barring Service vetting checks are recorded. Staff check the premises daily before the children arrive, including the garden, recording these checks as part of their measures to safeguard children. There are also robust procedures in place for the collection of children. This shows that staff understand the need to provide a safe and secure environment for children and they do this effectively.

There are effective systems to monitor staff's performance. Staff have performance reviews twice a year and supervision meetings that involve reflecting on their practice and these are formally documented. Staff attend regular training to update their skills and knowledge appropriate to their role. This has a positive impact on children's learning. They also have staff meetings to support them in their role. This system works well as all staff feel involved in improving the nursery and the outcomes for children.

The manager and nominated person are extremely passionate about working together to improve the nursery and have good plans in place. They have a very clear vision about where they want to take the nursery and the improvements that need to happen. The nursery manager and nominated person meet with their staff team to evaluate the provision meaning that they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development for the nursery and they are already working on these. Self-evaluation, along with support from local authority advisors, helps to effectively identify strengths and prioritise areas for improvement. Staff welcome advice and guidance from the local authority and access external agencies when children require additional support in their learning and development to meet their needs effectively.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Parents keep well informed about their children's time at the nursery through newsletters and informal chats as well as written daily reports.

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

| | |
|------------------------------------|---|
| Unique reference number | EY407433 |
| Local authority | Devon |
| Inspection number | 954112 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 105 |
| Number of children on roll | 217 |
| Name of provider | Royal Devon and Exeter N.H.S Foundation Trust |
| Date of previous inspection | 18/11/2013 |
| Telephone number | 01392405868 |

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

