

First Steps Day Nursery

49 Broughton Road, SKIPTON, North Yorkshire, BD23 1TE

Inspection date	15/04/2014
Previous inspection date	29/09/2008

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

- Children make good progress as they happily engage in purposeful learning experiences delivered through inside and outside play. Planned activities take into account children's next steps for learning, building on their prior skills and knowledge.
- Children are happy, settled and secure because they have formed close bonds with their key person, who knows them well. This means each child's individual needs are well met.
- Partnerships with parents, other agencies and local schools are good. This ensures children receive appropriate help and they are well supported in their transitions within the nursery and on to other settings, including school.
- Children are safe in the nursery due to the robust approach taken by the team towards safeguarding. This means that all aspects of children's well-being are promoted well.
- Leadership and management are good. The staff team work effectively together to ensure that the children receive a good quality early years education.

It is not yet outstanding because

- There is scope to enhance children's already good critical thinking through the use of more open-ended questions to support and promote children's learning even further.

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 staff engaging in a range of indoor and outdoor play and learning activities and daily care routines with the children.
- The inspector spoke with management, staff and children at appropriate times throughout the inspection.
The inspector sampled children's learning journals, containing assessment documents and evidence of their progress. The inspector reviewed planning documentation and discussed with the manager how this met the individual needs of children.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation, along with arrangements for safeguarding and risk assessments.
- The inspector carried out a joint observation with the manager.

Inspector

Amanda Forrest

Full report

Information about the setting

First Steps Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the ground floor in a building in Skipton, North Yorkshire. The nursery serves the local area and is accessible to all children. It operates from four playrooms and an enclosed outdoor area. The nursery employs 13 members of childcare staff. Of these, two are unqualified and 11 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. Children attend for a variety of sessions. There are currently 67 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's critical thinking, for example, by asking more open-ended questions to support and promote children's learning even further.

Inspection judgements

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

Children's learning and development is promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is consistently good through the mainly knowledgeable and experienced staff who have a sound understanding of how to promote children's learning and development through the prime and specific areas of learning. Children have great fun in the well-resourced indoor and outdoor environments. The majority of staff consistently use effective teaching strategies to support children's good learning, which prepares them well for starting school. For example, staff plan interesting, hands-on learning experiences, which not only follow children's interests but also build on their prior skills and knowledge. This is because records of children's achievements and the use of observational assessments are used to identify and plan for individual children's next steps for learning. Parents are also involved in assessment and planning processes, enabling them to be part of their child's ongoing learning and development. Children's progress files are regularly shared with them, which provide detailed information on each child's progress. Parents are encouraged to contribute to this process by sharing information relating to their child's interests and achievements from home. The manager and the deputy manager are effective role models and they continually model good practice and support the team in providing good quality learning opportunities for the children. The progress check at age two is successfully completed and any gaps in their progress is quickly identified and sensitively shared with

parents. Individual educational plans are in place to support children with special educational needs and/or disabilities and narrow any gaps in learning, also close links with outside agencies further support their development. This results in all children benefiting from good learning experiences throughout the nursery.

Children are happy and settled in this purposeful environment. Babies delight in their exploration of natural materials or using equipment that makes sounds. They are engrossed as they happily explore textures and the properties of coloured rice alongside supportive staff, who also use actions and singing to support the children. Throughout the nursery staff support children's use of language well, by providing commentaries and naming everyday objects and routines. Older children enjoy story time with their favourite characters and props to further support their communication and literacy skills. Children are encouraged to extend their thinking and problem-solving skills through different activities, such as building with recycled materials or making butterflies with construction materials. However, there is scope to enhance children's critical thinking further, for example, by asking more open-ended questions. Younger children enjoy songs and rhymes and are beginning to join in with actions. Staff use their knowledge of children to extend story times. They talk with children about how they travel to nursery and this helps children to gain an awareness of their environment and provides a link with home. Older children join in with conversations about how to keep themselves safe as staff use stories to prompt group discussions and encourage children's thinking skills.

Children are well supported in their play. Indoors and outdoors, they have designated areas where they enjoy playing with a developmentally appropriate range of toys and resources. A good selection of natural resources is provided that allows young children to learn through their senses and explore objects using their hands and mouths. The children relate well to their peers and the staff. Children confidently try the activities on offer. For example, children are involved in exploring dough and creative activities, and staff provide each child with time and support to explore and experiment. As a result, the younger children are actively engaged and have opportunities to explore texture and malleable materials. They enjoy free play as they move between the resources and activities with staff support to enhance their learning and development. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know really well. The key person works with children in small groups, singing familiar rhymes to them as they sit together on the floor. Children join in with pleasure as they make noises as part of the rhymes and are asked to predict what will happen next. This high emphasis on the promotion of personal, social and emotional development as a basis for learning, prepares children well for the next stage in their learning, such as moving rooms or when they start school. Children who speak English as an additional language are supported well and displays are colourful and have images of children and languages from around the world, promoting inclusion and the diversity of society. Staff encourage children to engage in number work and simple mathematics. Children are provided with the opportunity to explore the properties of magnetic construction resources, placing them in towers as they start to understand about size, space and measure. They learn about successful ways to stack objects and soon begin to recognise that a larger tower is not secure. Staff encourage them to count as they make their towers higher, teaching children about number, order and value. This means that as children are increasingly able to use

their mathematical knowledge to independently count and problem solve in their play. Children enjoy a wide range of experiences, such as role play and den making that encourage their imaginations and creativity. Children enjoy creating their own patterns with the crayons, paints and pencils, promoting early writing skills in all areas of the nursery.

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

Staff know the children and their families well and effectively support each child's personal, social and emotional needs. Children develop secure emotional attachments, which enables them to leave their parents confidently as they enter the nursery. The key person system works well and good information is gathered from parents to ensure their child's individual needs are met. Effective support continues as children move to the next room due to well-organised transitions. Similarly, children are emotionally well prepared by staff to move on to school. The provider invites teachers to visit the nursery and requests visits to the schools to which children are moving, in order to support children in readiness for their transition. The nursery prepares a summative report of children's achievements before they start school, which has been well received by school and parents. Staff organise space and resources to create a stimulating and clean environment in which children develop strong self-help skills. For example, children access a wide range of resources and easily help themselves to toys or drinks of water when thirsty.

Meal times are relaxed and sociable occasions. Staff promote children's developing independence and self-care skills well. For example, younger children competently feed themselves and older children set the table with their own cutlery and serve food. Afterwards, they stack their used plates and dishes on the trolley. Children are willing to try to put on their own coats with staff nearby which they know they can ask for assistance if they need to. Children develop a good understanding of healthy lifestyles as they enjoy experiences based around the teaching of health and the benefits of physical exercise. Children learn how food is grown as they plant, tend, pick and eat foods, such as leeks. The nursery's cook prepares the food daily and works closely with the staff to ensure dietary requirements are met. Staff are fully aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately.

Daily routines for hand washing before meals and after playing outdoors are securely embedded and undertaken independently by older children. Children gain an understanding of the need for physical exercise as part of a healthy lifestyle. Babies are encouraged to crawl and explore their surroundings to learn about the world. Older children exercise and develop good coordination as they move in different ways and join in action songs at daily sessions. Older children rapidly improve in physical ability and confidence as they use a range of outdoor equipment. They successfully extend their physical capabilities as they manoeuvre obstacles with wheeled toys and they learn to climb, balance and crawl on the permanent fixed equipment. Children are also beginning to manage small risks and develop an awareness of personal safety in the outdoor activities. Children confidently approach visitors and involve them in their play, which demonstrates they feel safe and self-assured. Staff use stories and photographs to help

young children learn about a range of different emotions. Photographs of children playing in the nursery and their artwork are displayed at a low level, providing children with a strong sense of belonging. Staffs' calm and polite manner sets a good example to children. Children behave well and are beginning to display polite, courteous behaviour.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach and practice, which are reviewed regularly. The management team operate clear recruitment, vetting and induction procedures to ensure the suitability of all staff working with children and regularly review staffs' continued suitability. Staff are highly aware of their responsibilities in protecting the children within their care and receive regular safeguarding training from the manager to ensure their knowledge is maintained. Children's health and safety is maintained as they play in a clean, well-maintained and secure nursery. Staff implement clear health and hygiene routines to minimise the risk of cross-infection. The manager and experienced staff in each room ensure adult-to-child ratios are always met and staff are deployed well, resulting in children being constantly supervised by qualified staff. Risk assessments are conducted on all areas children use, both indoors and outdoors, to ensure potential hazards are identified, minimised and removed. Good procedures are in place for administering medication and dealing with any accidents or incidents, and staff hold relevant first aid training qualifications. The manager and deputy at the nursery address any concerns or complaints brought to their attention appropriately and they conduct thorough investigations into all issues raised.

The nursery is managed well. The management team oversees the staff team to ensure all requirements of the Early Years Foundation Stage are met. Planning, teaching and children's files are monitored to ensure high level interactions and evidence is recorded. The management team continually work hard to develop the service they provide, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process and this provides a good overview of the whole provision and leads to the identification of clear targets requiring further improvement. Staff supervision and appraisals are well embedded, and are a regular process in the nursery, which are used to identify strengths and improve practice.

Partnership working with parents, carers, other providers and agencies is good. This supports the inclusion of all children. The nursery actively works with parents and outside agencies, sharing and exchanging information to ensure children's specific health care needs are met and to provide support for children with special educational needs and/or disabilities. This ensures children make good progress, given their starting points. Parents receive clear information about the nursery and their children's daily care routines and progress. Information is constantly exchanged verbally and visually through noticeboard displays, newsletters and emails. Parents' views are sought through questionnaires, surveys and open evenings. Information gained is much valued, used and taken into account within the self-evaluation process. Parents confirm they are happy with the

nursery. They comment about the dedication of the staff, including their commitment to their role and understanding of each child's development, needs and interests.

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	EY372710
Local authority	North Yorkshire
Inspection number	873767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	67
Name of provider	Sonia Jean Anderson
Date of previous inspection	29/09/2008
Telephone number	01756 799339

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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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