

First Steps @ Bersted

39 Chichester Road, Bognor Regis, PO21 2XH

Inspection date

Previous inspection date

06/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 support children with special educational needs and/or disabilities effectively and good interagency partnerships ensure they meet children's individual needs successfully.
- All staff, parents and children actively evaluate the setting to promote continual development.
- The safeguarding procedures are robust and effective to promote the welfare of all children.
- Strong staff supervision and professional development effectively drives improvement.
- All children benefit from the good partnerships between the nursery staff and their parents.
- Staff promote the children's understanding of the wider world effectively.

It is not yet outstanding because

- The outdoor play area for the youngest children is not fully developed to hold the children's interest.
- Staff do not always organise focused activities in small groups for the youngest children well.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all base rooms and the outside play area.
- The inspector spent time talking with the manager, parents, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Lisa Cupples

Full report

Information about the setting

First Steps @ Bersted first registered in 2009 and re-registered when they moved to new premises in 2013. The nursery is owned and operated by Chichester College Services and operates from converted premises in Bognor Regis, West Sussex. Children use two main base rooms with adjoining enclosed outdoor play areas. The setting is open from 7.30am to 6pm Monday to Friday for 51 weeks of the year. Children are able to attend for a wide variety of sessions or on a full time basis. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 141 children in the early years age group on roll. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language. There are 11 staff members and a manager employed to work directly with the children. Of these, one is qualified to level 4, eight are qualified to a level 3, and three staff hold a level 2 qualification. Currently, one member of the staff team is working towards a higher qualification. In addition, the nursery employs one administrator to provide support for the staff team.

What the setting needs to do to improve further

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

- further develop the outdoor learning environment for the youngest children, to ensure they are interested in the available resources and activities

- improve the organisation of small group activities for the youngest children, to ensure they remain engaged in the focused activities.

Inspection judgements

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. They implement the educational programmes successfully to promote the children's learning in most areas. Consequently, children are making good progress in their learning in relation to their starting points on entry. Staff spend time observing what the children can do and record the information clearly in the children's records. Staff effectively use the information alongside the children's interests and plan for the children's next learning steps. This information is shared with all staff; ensuring children's learning is extended at every opportunity.

All staff demonstrate good quality teaching skills and they sit with the children at their

level, engaging them in purposeful conversation. Children recall past events and share personal experiences, such as talking about their families, going to school in September and social events. Staff are interested in what the children say and respond well, extending their vocabulary at every opportunity. Staff also encourage children to complete tasks they have started. As a result, children maintain their focus on activities for an extended time, which develops their concentration skills in preparation for future learning. For example, children are actively encouraged to complete the jigsaw puzzles, or finish listening to stories before going outside. Staff provide treasure baskets and sensory activities for babies and young children to explore and investigate. They enjoy playing musical instruments and dance as they staff sing with them. Staff support the children to solve problems independently by encouraging them to think about different ways to achieve their own goals. For example, children work out how to join the tracks together for the cars. Older children enjoy an extensive range of outdoor play and learning experiences. However, the younger children's outdoor area is not yet developed fully to promote their outdoor learning as effectively.

Staff plan a range of adult-led activities alongside the continuous provision, which means children enjoy a good selection of learning opportunities throughout the day. They work in small and large groups and benefit from one-to-one activities with staff. This promotes the children's social skills effectively, building their confidence and self-esteem successfully. However, some small group activities in the youngest children's room are not organised well. The toddler's activities sometimes distract the youngest children, meaning they do not always benefit from their own focused and planned activities. Staff introduce targeted strategies to support less confident children, such as small group sharing games, and one to one adult support, encouraging children to make friends and join in. Consequently, children are confident in all situations and openly share their ideas and thoughts. Staff ensure the learning environment is rich with text and numerals. As a result, children count at every opportunity and recognise numerals during activities, such as identifying how old they are on the number line. They make marks for a variety of purposes as they practise their early writing skills in different situations. This consolidates the children's learning through repetition as they begin to recognise letters and numerals during activities. Children are beginning to link letters to sounds and enjoy pretending to read stories to each other. Staff are skilled at bringing the books to life, using character voices, props. Consequently, children enjoy listening to stories as they develop an understanding that text has meaning.

Children are developing a very good understanding of the world around them. They celebrate a range of international festivals and enjoy creating artwork and listening to stories. Staff ensure the computer is on at all times and children can access it freely. As a result, children competently choose programmes, use the computer mouse with ease and older children often show the younger ones what to do. Children use programmable toys and everyday technology. Children learn about the local community and the people who help us. Children recall visits from the local police and talk about exploring the police car, and trying on their hats. Older children say 'the police help you, they are kind and they came to see us'. Staff organise the home corner well to attract the children's attention. As a result, this area is used frequently and children are able to express themselves freely as they act out personal experiences and enjoy dressing up as princesses, fire fighters and superheroes.

Staff implement strong systems to ensure children move to the next stage base room within the nursery at the time that is right for them. Key people visit the next room with the children to help them settle in. Staff spend time talking to parents about how the changes work, so they can support their children at home. The nursery has established good procedures to support children during their move to school. Children are introduced to their teachers and visit the local schools. Staff meet with local reception class staff and, with parental consent, they share key information to ensure the children's move to school goes smoothly. Consequently, all children gain the skills they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the nursery. The staff team spend time getting to know the children well. Consequently, children's individual welfare, learning and developmental needs are being met. Children chat openly with staff and visitors as they share their ideas. This demonstrates that children feel safe and secure and are relaxed in their nursery environment. Babies and young children snuggle into staff as they listen to stories and hold their arms up for cuddles. Staff and parents share information openly and as an ongoing part of communication and building positive and trusting relationships. As a result, this effectively meets children's individual needs, including health, dietary and cultural requirements, and preferences. All children learn about the importance of keeping themselves safe through daily discussions and routines. Children often remind others of the safety rules, such as holding scissors safely and picking up toys and resources that have fallen on the floor. Staff promote the children's awareness of safety during everyday activities. For example, children help staff to dry the climbing frame outside before they use it, talking about the dangers of using wet equipment. All children and staff practise regular fire drills to ensure everybody knows how to evacuate the building safely in an emergency. The nursery staff provide a healthy snacks and meals, consisting of fresh fruit and vegetables and a form of carbohydrate to maintain the children's sugar levels throughout the sessions. Meal times are a social event and staff sit with the children. They chat with each other and staff about the types of food that are good for them. All children behave well because staff implement the clear rules and boundaries consistently. Staff actively recognise the children's efforts and achievements and take time to praise and encourage them. This builds the children's confidence effectively and helps them to develop a strong sense of right and wrong from an early age. Staff are all positive role models and consequently, children know what is expected of them and they are polite and well mannered. Children are beginning to show consideration for each other during activities. For example, children share and take turns with ease and they work together to achieve specific tasks, such as building towers and completing jigsaw puzzles. Parents are actively encouraged to be fully involved in their children's learning as soon as they register their children at the nursery. The children's key people gather a wealth of information about the children's welfare requirements from parents before the children attend, including information about children's starting points in relation to their learning and development. This enables staff to begin planning targeted and focused activities as soon as the children arrive. All parents have access to their

children's records at any time and are able to make written contributions about their children's progress. Parents' evenings and written reports, including information about the children's next steps are provided regularly to enable parents to extend their children's learning at home. The parents spoken to during the inspection were very pleased with the progress their children are making at the nursery.

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

The nursery procedures for safeguarding are comprehensive and effective. All staff understand the safeguarding procedures and know how to implement them to promote the welfare of the children in their care. The manager displays the Local Safeguarding Children Board's contact details and procedures for staff, parents and visitors' information. Staff discuss all safeguarding policies with parents to ensure they are aware of their child protection responsibilities. All parents have access to hard copy policies and there are copies of all policies on display for them to read at any time. All children benefit from a safe and secure play and learning environment because staff carry out full written risk assessments covering all areas the children come into contact with. The organisation implements robust and rigorous recruitment and vetting systems consistently to ensure all adults in the nursery are suitable to work with children. Visitors are required to sign in and out of the premises and must show their identification on arrival. The nursery has very effective evaluation procedures in place to monitor the effectiveness of all aspects of the setting. The manager, all staff, parents and children contribute to the evaluation process through discussions, written comments, suggestions and questionnaires. This enables the nursery to assess its own strengths and identify any areas for improvement. For example, staff evaluated the use of the space in the younger children's room, and have made the area for babies larger, enabling them to move around freely as they investigate and explore their surroundings. The nursery has a good capacity to improve and maintain continual improvement. The manager uses effective performance management systems to ensure all staff are confident in their roles within the nursery. She carries out continual monitoring of staff practice; identify training needs and reviewing all paperwork to ensure it is maintained to a good standard. The manager and staff play an active role in continuing to drive improvement. For example, the manager spends time in the nursery rooms monitoring staff performance and the quality of staff interaction with the children and their parents. All staff complete regular training to ensure their personal skills and professional development continues to grow. Because of the nurturing style of management in the nursery, all staff are enthusiastic about the work they do and they are committed to improving outcomes for all children. The nursery has strong links with a wide variety of external agencies to ensure all children's individual needs are met in the best possible way. Well-established systems are in place to identify and support children with special educational needs and/or disabilities. The special needs coordinator is extremely knowledgeable and works very closely in partnership with the parents to address any concerns. She implements individual strategies, agreed with parents to ensure a consistent approach both at home and in the nursery for the children. In addition, nursery staff work closely with other agencies to support children who speak English as an additional language. This includes labelling the rooms and resources in

different languages and valuing children's home languages.

The Childcare Register

The requirements for the compulsory 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	EY471304
Local authority	West Sussex
Inspection number	942340
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	88
Number of children on roll	141
Name of provider	Chichester College Services Limited
Date of previous inspection	not applicable
Telephone number	01243532043

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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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