

First Steps @ Roko

Roko Health & Fitness Club, 442 Copnor Road, PORTSMOUTH, PO3 5EW

Inspection date

29/04/2014

Previous inspection date

02/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The children are welcomed into a warm, friendly setting, where they are valued and included, so are ready to learn.
- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident owing to good relationships with staff.
- Children feel safe and secure in the nursery and the management's arrangements for safeguarding the children are robust.
- Children benefit from their time at the nursery and enjoy their learning, progressing well through good quality teaching.
- A very good partnership between the nursery and the parents ensures key information is shared between them, which helps the staff meet children's individual needs.

It is not yet outstanding because

- Staff do not always use skilful questioning techniques to maximise children's learning.
- The daily routine means children sometimes become restless sitting for lengthy periods in large group times.

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 discussed the format of the inspection on arrival.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day and parents' written comments.
- The inspector and manager undertook a joint observation together.

Inspector

Alison Large

Full report

Information about the setting

First Steps @ Roko registered in 2007 and operates from the Roko Health and Fitness premises in the Copnor area of Portsmouth. The nursery is open for sessional and full day care Monday to Friday from 7.30am until 6.00pm for 51 weeks of the year. The creche is available on a sessional basis and provides two sessions each morning and afternoon. Children attending the creche are cared for within the nursery. The play scheme is open during all school holidays from 8.30am until 5.30 pm, providing care for children from 4-12 years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 71 children in the early years age range on roll. The nursery is in receipt of funding for the provision of early education for two-three-and-four year old children. The nursery currently supports children with special educational needs and/or disabilities and those learning English as an additional language. Children use a variety of facilities within the centre and its grounds. A team of 13 staff, including the manager, work with the children. All staff apart from three, hold a relevant early years qualification.

What the setting needs to do to improve further

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

- extend children's learning further through discussions and asking questions to encourage them to think more and extend their communication and language skills.
- review daily routines to meet the needs of the different ages of children to ensure children do not sit for long periods of time during large group times.

Inspection judgements

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

Throughout the nursery, children make good progress in all areas of development. Staff create an environment where the atmosphere is positive and encouraging. Children are confident to join in activities and develop warm relationships with each other and staff. The educational programme ensures the children are offered interesting experiences across the different areas of learning. However, during the older children's large group times, some children lose interest because they are sitting for too long and become restless. Babies have opportunities to explore resources with their senses. They touch and handle resources to discover how things make a variety of noises and have different textures. They are helped by staff and are able to climb and practise a range of movements in safety.

Staff are good at encouraging children to listen to what they are saying. This contributes to the building of good relationships and children's listening skills. Staff sit with children and most engage in conversations with them well. For example, there are discussions about transport, things that children have been doing at home, and the weather. Consequently, staff promote children's language skills well, overall, to extend their thinking, creativity and communication skills. However, some staff are less confident to question and use discussion to extend children's learning further during activities. This means that they miss opportunities to encourage children to think and respond at such times. During creative play, children are able to experiment with the texture of paint and glue and enjoy the art and craft activities. Younger children are beginning to use tools such as paint brushes and glue sticks with confidence. Older children are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Children develop good communication skills and chat happily to one another and to adults. Staff use good quality teaching methods which help children to progress well. All children enjoy their time at nursery and are happy and relaxed.

Observation and assessment systems are in place and planning is based on children's interests, capabilities or individual needs. The starting points in children's learning and development have been completed for each child to enable staff to get to know all children's skills when they join the setting. Staff also record the next steps in the children's learning. Parents are kept well informed about the life of the nursery through information on the notice boards and through daily chats to staff. They report that they have seen their children make progress while at the setting. Staff have implemented the progress check for two year olds, and all documentation is in place and shared with parents.

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

The nursery has an effective key-person system in place to help children settle and form secure emotional attachments. Babies' routines are discussed with parents when the child starts, and at regular intervals, and staff ensure their wishes are met. Children are supported well by staff and as they progress they become confident in their daily routines. The use of home-link books by staff ensures parents are aware of children's nappy changes, sleep times and food eaten, to keep them informed. Children feel safe and secure at the setting. Their safety is promoted effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they regularly practise the emergency evacuation procedure and discuss why they shouldn't run indoors in case they hurt themselves.

Effective behaviour management systems ensure that children behave well and form positive relationships with each other and staff. They are learning to share and take turns and interact well together. Children get to know what is expected of them and become confident to make choices and decisions. Children are taught good hygiene routines and enjoy washing their hands after messy play, before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and thorough records are kept of accidents and medication administered. The nursery

provides a good variety of healthy and nutritious meals and snacks, and children benefit from the carefully balanced menu offered.

Children have use of an outside play area and daily physical exercise is included in the daily routine. Children enjoy the outdoor play opportunities where they can climb, run and jump. Children are energetic and manoeuvre themselves with good levels of capability. Staff help support the children well when they first join the nursery and as they move into the older age group. Good relationships have been developed with the local schools the children will move on to, to ensure children have a successful progression into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

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

Children benefit from a staff team that work very well together. They are involved in all aspects of the provision and contribute fully to the planning. Arrangements for safeguarding children are robust. Staff undertake training in child protection and have a thorough understanding of safeguarding procedures. Clear procedures are in place for recruitment and vetting of new staff, which helps ensure all adults working or having regular contact with the children are suitable to do so. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety inside the nursery, as well as in the garden. Staff are deployed well, children are well supervised and the manager ensures the required ratios are maintained in each area throughout the day. A comprehensive range of policies and procedures help ensure that children's welfare needs are met. Effective systems are in place for self-evaluation of the nursery to reflect good practice and to prioritise any areas for improvement. The manager monitors staff practice in each area to ensure that the educational programmes are delivered effectively. Staff meetings are held regularly to which all staff contribute. There is an induction process in place and staff appraisals are carried out annually, along with regular staff supervision meetings. All this helps to identify staff training needs in line with the priorities identified for improvement.

A good partnership between the nursery and parents ensures key information is shared between them. Parents express confidence in the standard of care their child receives and the good communication and information sharing. They are kept informed of the variety of activities their children experience and the progress they are making. They are encouraged to contribute to their children's learning journey. Equality and diversity is promoted well. The staff have a good knowledge of each child's needs and work closely with the parents and other agencies involved with the children. The nursery has put systems in place to liaise with other providers the children may attend to ensure information can be shared about their learning.

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	EY365331
Local authority	Portsmouth
Inspection number	972013
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	33
Number of children on roll	71
Name of provider	First Steps Nursery (BMTH) Limited
Date of previous inspection	02/10/2013
Telephone number	02392 639777

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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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