

First Steps @ Roko (York)

Roko Health Club, Stirling Road, Clifton Moor, YORK, YO30 4TU

Inspection date	09/04/2014
Previous inspection date	21/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 quality of teaching is good. Observations and assessments are used well to plan a wide range of learning experiences, which reflect children's individual interests and stage of development. As a result, they are effectively challenged to make good progress in their learning and development.
- The manager and staff team create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with peers and adults working with them.
- Links with parents are strong. All children are assigned a key person at registration, this helps children to form secure attachments and helps to promote their well-being and independence.

It is not yet outstanding because

- There is scope to extend the resources available in the 'home corner' role-play area to provide children with greater opportunity to act out familiar scenarios.

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 held discussions with a parent, the manager, the staff and the children throughout the inspection and undertook a joint observation with the manager.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector checked evidence of suitability and qualifications of staff, the supervision and appraisal system, the policies and procedures and the risk assessments.
- The inspector observed children playing in the main playroom and the outdoor play area.

Inspector

Vivienne Dempsey

Full report

Information about the setting

First Steps at Roko (York) nursery and out of school club was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a Roko Health Club on the outskirts of York and is managed by First Steps Nursery Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff and five holiday camp staff who work during school holidays. Of these, 13 staff hold appropriate early years qualifications at level 2 or above, including one member of staff with Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The out of school club operates for 12 weeks of the year and sessions are from 8.30am until 5.30pm. Children attend for a variety of sessions. There are currently 41 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 is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- develop the role-play area further to enable children to take on and rehearse new and familiar roles, for example, by extending resources particularly in the 'home corner'.

Inspection judgements

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

Children are well supported in all aspects of their learning and development. Staff provide activities and experiences covering all areas of learning, both indoors and outdoors. A balance of adult-led and child-initiated experiences is provided and children learn through playful and enjoyable experiences. As a result, children thoroughly enjoy the time they spend at the nursery and are excited and motivated to learn. For example, children thoroughly enjoy 'splashing and splodging' in the muddy puddles and talk excitedly about watering the sprouting seeds to 'help them grow'. The quality of teaching is good. Staff have a good understanding of how to promote the learning and development of young children. As a result, they make good progress and effectively develop the key skills they need for the next steps in their learning.

Staff have high expectations of all children as they complete a range of good quality assessments, which show the age-bands children are working within, this is then tracked over time to demonstrate progress. Children have individual learning journal files containing information collected from parents on entry to the setting, examples of

children's work, and observations and photographs as evidence of learning. Parents have access to this information, which keeps them informed of their child's progress. The progress check at age two is completed with parents to ensure information is shared effectively. Parents are kept informed of how they can support their child's learning at home. For example, children are actively encouraged to take books home to share with their parents and a wide range of information is available of activities parents can do with their children. Parents are also encouraged to add to their child's learning journal. This ensures consistency at home and nursery, resulting in good partnership working.

Babies especially enjoy exploring a range of real and natural resources. They enjoy exploring the varied textures and shake the different bottles to make a variety of sounds and a range of different effects. This helps to motivate young children to be active in their learning while developing their exploring skills. Staff implement the letters and sounds guidance with great effect, helping to develop children's listening skills. They also give children time to share their experiences and praises their contributions, all of which help to develop children's early communication, language and literacy skills. The outdoor area is extremely well resourced. Children enjoy moving large portable equipment, such as, large reels, crates, pipes and bread trays to create their own structures. They have great fun moving in different ways: they climb, run and slide and confidently use wheeled toys, safely negotiating space to ensure they do not bump into peers or obstacles. This helps to develop children's physical skills very well and gives them stimulating opportunities to be active in their own learning. Staff provide an interesting range of activities for children who attend the holiday club. For example, they enjoy playing a range of ball games, such as dodge ball and football. They also go swimming daily and have great fun joining in with a range of craft activities.

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

The newly enhanced key-person system helps children to form secure attachments and promotes their well-being and independence. This supports children's transition into the nursery and helps them to settle quickly. Children show they have close bonds with their key person when they receive cuddles if they are feeling tired. Staff meet children's individual needs well and respond sensitively to their personal needs. For example, they gently wipe children's noses when they are suffering from a cold. Staff work closely with parents to support children's emotional well-being. Parents spoken to during the inspection describe how well staff support their children's all-round development. They use words such as 'brilliant' and 'could not do without them' to describe the care staff provide. Resources are freely available and children make independent choices about their play. The main playroom has a varied range of areas, such as, the listening area, sand, craft table and a role-play area.

Children are encouraged to be physically active daily and thoroughly enjoy exploring the outdoor area. They are encouraged to care for a range of animals and become very excited when it is time to go and feed the rabbits. They follow daily routines and are beginning to understand the positive contributions these have on their health, such as washing their hands before snack and after handling pets. Children are encouraged to put

on their coats and wellington boots before going outside, this helps to develop their self-care skills.

Staff are good role models and behaviour expected by children is modelled by them. Staff have also attend recent behaviour management training and have used the knowledge gained to support children's behaviour. For example, a more positive approach to behaviour management has been adopted and more focus is put on children's good behaviour, this has shown a noticeable change in children's good behaviour. As a result, behaviour in the nursery is good and minor disagreements are sensitively managed. Relationships between both staff and children are good. This promotes a relaxed and happy environment, which enables children to feel cherished and emotionally secure.

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

Following a recent notification from the provider about a child protection allegation, Ofsted carried out an investigation visit to the nursery. Ofsted found that at the time of the allegation staff had not followed the required safeguarding procedures. The allegation was incorrectly investigated by the nursery without reporting the allegation to the Local Authority Designated Officer. Ofsted found that in light of the incident the provider had drawn up an action plan detailing the steps required to prevent any such reoccurrence of a similar incident. The manager has worked closely with all staff and the local authority advisers to improve safeguarding knowledge within the nursery. All staff have attended behaviour management and safeguarding training to ensure they have up-to-date knowledge of child protection procedures. The key-person system has been reviewed to improve the exchange of information with parents. Staff spoken to on the day of the inspection have a very good understanding of safeguarding procedures and know who to contact with any concerns. Procedures are clearly displayed and staff meetings and supervision sessions have also taken place to ensure staff fully understand their responsibilities. As a result, children are now fully safeguarded within the nursery. Staff to child ratios are adhered to and staff are deployed effectively to ensure children are appropriately supervised. Appropriate risk assessments are carried out to ensure children are safe and secure in the nursery.

The manager is very keen to develop the provision provided. Actions plans are clear and the staff team work closely with the local authority adviser to ensure continuous improvement. Yearly appraisals, regular supervisions and staff meetings are also used to address staff underperformance and training needs, very well. Staff have used advice given to continually develop the systems for observation, assessment and planning. They have a good understanding of the educational programmes; this helps to support children's learning and development very well.

Parents spoken to during the inspection are happy with the service provided by staff. They comment on the friendly and homely environment and are impressed with how staff help children to settle happily. Parents are kept informed about their children's routines and activities throughout the day. For example, regular newsletters are provided and parents'

evenings are held to inform them of their child's progress and events taking place. The nursery has developed close links with other providers to share information to support children's transitions and ensure continuity of care and 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	EY369871
Local authority	York
Inspection number	960983
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	41
Name of provider	First Steps Nursery (BMTH) Limited
Date of previous inspection	21/10/2008
Telephone number	01904 693007

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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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