

Fairstead First Steps Nursery

Fairstead Community Centre, Centre Point, KINGS LYNN, Norfolk, PE30 4SR

Inspection date	19/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2
		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

- The quality of teaching is good. All staff understand how to promote children's learning and have high expectations for their achievements. Consequently, children make very good progress in relation to their starting points and capabilities.
- Children's independence is promoted well in the thoughtfully planned playroom. Staff create an enabling environment with a wide range of stimulating resources to support their learning and development.
- Staff demonstrate a good understanding of their responsibilities with regard to the safeguarding and welfare requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- Partnerships with parents and other professionals are good and parents value the service they receive.
- The dedicated and motivated staff team have a shared vision for development and driving the nursery forward. They fully involve the parents and children in influencing improvements.

It is not yet outstanding because

- Real life resources which are familiar to children are not always provided to fully extend their rich and imaginative play.

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 the playrooms and the outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff members in each room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Jacqui Oliver

Full report

Information about the setting

Fairstead First Steps Nursery was re-registered in 2013 when it was taken over by its current owners. The nursery operates from rooms within Fairstead Children's Centre in Kings Lynn, Norfolk. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 8.45am until 3.15pm, term time only. Children attend for a variety of sessions. There is an enclosed area available for outdoor play. There are currently 44 children attending in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently five staff working directly with the children, all of whom have an appropriate early years qualification. Of these, one holds an early years qualification at level 2 and three hold an early years qualification at level 3. The manager has completed a level 6 qualification. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

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 learning experiences further by providing them with a variety of familiar resources reflecting everyday life in the role-play area, such as real life kitchen items to extend their imaginary play.

Inspection judgements

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

Children's enthusiasm for learning is enhanced by staff, who have a very good understanding of the Early Years Foundation Stage and a secure understanding of how children learn. Staff have high expectations of all children. They assess what children know, understand and can do, and take into account their interests and characteristics of effective learning. Children learn through well-planned, purposeful and challenging activities. As a result, all children make good progress in relation to their starting points and capabilities. Staff discuss children's interests and abilities with their parents when they first start and this helps with the settling-in process. Ongoing observations, photographs and examples of children's work, build up a delightful learning journey book of children's time at the nursery. Staff provide parents with regular updates of their children's progress including completing the progress check for children between the ages of two and three years. These are effective in highlighting any gaps in the children's learning and development. When staff identify that children need additional support, they work with parents and other professionals to make sure each child's individual needs are met. Children with special educational needs and/or disabilities are particularly well supported.

One staff member takes the lead for liaising with parents and other professionals, such as speech therapists to support children to reach their full potential. There are very good arrangements in place to support children who speak English as an additional language. Staff provide opportunities for them to use their home language in play and also support them in learning English. They effectively plan small group sessions when they enjoy fun activities. For example, they take great delight in choosing familiar items, which prompt them to sing songs about them, such as spiders and monkeys.

Staff work very well together and are enthusiastic and full of fun. This is reflected in the motivation and enthusiasm of children as they learn and play. The nursery is a hive of activity, with every child engrossed in their learning, demonstrating a great sense of belonging. The playroom is welcoming and visually stimulating and offers children extensive opportunities to make choices about their activities and resources. Children are able to explore their own ideas and creativity and move around freely between the inside and outside play areas. Staff plan a good balance of child-initiated and adult-led activities, which provide children with plenty of challenge and encourages their natural curiosity to learn. For example, children discover the natural properties of soil and water as they play in their mud kitchen. The outdoor environment is extremely inviting with ride on toys, a digging and growing area, a mud kitchen and the newly-introduced road safety resources. Children enjoy operating the traffic lights and using the sign to allow their friends to cross the road. They spend most of their time outside and staff ensure that a wide range of learning opportunities are provided to promote their physical skills. They develop their coordination and movement by riding on wheeled toys, and climbing and balancing on various pieces of equipment. They make marks with a selection of materials. For example, they use icing to put spots on their ladybird cakes. They participate in imaginary play and enjoy acting out a favourite story using puppets. Outside, children look for different insects and have fun digging in mud and sand. Staff allow sufficient time for children to create their own play and explore their ideas. Children very confidently select activities and concentrate well on their chosen tasks, such as using the writing materials to make postcards to send home. Staff skilfully support children to learn through self-discovery by encouraging them to think things through. For instance, when some children say that they need a stamp before they post their cards, a member of staff suggests that they consider how they could make their own stamps.

Staff place a high priority on developing children's language and communication skills. They enthusiastically support children's language development through introducing vocabulary during play activities and everyday routines. They use repetition and open-ended questions to promote children's speech. As a result, children engage in very animated conversations with staff and their friends. Staff use sign language extremely effectively to help children to communicate. They actively involve children in the story telling, helping to promote their enthusiasm and love of books. Children enjoy sitting in the cosy book area sharing books with staff and their friends. The nursery environment is rich in print, which helps to develop their early literacy skills. Staff support children in learning their letter sounds to build words and there are many opportunities for children to practise their drawing and early-writing skills. Children develop a good understanding of mathematics through play activities and during daily routines, such as singing number songs and at snack time. Older children can write and recognise numbers and have fun using them in a game of bingo. Children confidently use a range of technology in their

play, such as operating mechanical toys and playing interactive games. They use the computer with increasing skill, choosing and completing simple programmes. They learn about sitting quietly, taking turns and listening to stories. As a result, children are acquiring the skills, attitudes and dispositions they need to be ready for school.

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

Children and their parents are warmly welcomed when they arrive at the nursery. This ensures that children feel valued and cared for and that relationships with parents are strong. The caring, family atmosphere enables children to feel very secure and happy. Key persons sensitively support children to form secure attachments, which provide a solid foundation to develop their personal, social and emotional skills. Children settle well when they enter the nursery because staff find out about their interests, likes, dislikes and care routines from parents. Children are friendly, polite, play cooperatively and make effective friendships. Staff supervise children well and act as very good role models, which help children to learn to manage their own behaviour. They use positive praise and clear guidance and boundaries to manage children's behaviour, which are appropriate to their individual stage of development. Children's work is attractively displayed, which effectively promotes their self-esteem and sense of belonging. The good quality toys and resources help to meet the children's needs and enable them to become confident learners. However, there is scope to further extend children's imaginative play by enhancing the range of resources, which are accessible to them and reflect everyday life experiences in the role play area.

Staff ensure there are familiar daily routines, which successfully promote the children's emotional security. These routines also enable children to develop their personal independence, such as learning to dress themselves and use the toilet independently. They enjoy pouring their drinks and serving their food. Mealtimes are valued as social occasions where the children sit in small groups and engage in conversations with their friends and staff. The children are helped to develop an awareness of healthy eating as staff talk to them about the healthy foods offered at snack time. Staff teach children good personal self-care skills, ensuring that they wash their hands before eating and encouraging them to use tissues to blow their noses. All staff are fully informed of children's allergies and food preferences and can, therefore, meet their individual needs. Cosy areas within the indoor environment give children opportunities to rest, relax and play quietly. In addition, children's enjoyment of the outdoor area means they benefit from daily fresh air and exercise. As a result, children's health is promoted well, which has a positive impact on their physical and emotional well-being.

Children learn about keeping themselves safe as staff teach them the safety rules of the nursery. Staff gently remind them how to hold the scissors safely and about walking indoors. Children learn about road safety as they play with the traffic lights and other road safety equipment in the nursery garden. The regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. All staff hold paediatric first-aid qualifications, which means any accidents occurring can be treated effectively to ensure the well-being of children. Children are encouraged to behave considerately

towards each other and staff help them to understand the importance of taking turns as they wait patiently for their turn at the snack table. Children's safety, health and well-being are very well promoted through the implementation of clear and consistent policies and procedures. Risk assessments are completed daily to ensure the nursery is safe and children are protected from any potential dangers.

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

The manager and staff demonstrate a very good understanding of their roles and responsibilities to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. Staff have completed relevant safeguarding training and there are clear policies and guidelines to support them in understanding the procedures to follow should they have concerns about a child in their care. All required documentation is in place to support children's well-being and maintain confidentiality. Staff record accidents and administration of medication and parents are informed. All visitors are required to show identification and sign in and out of the visitor's book to ensure there is an accurate record of everyone visiting the nursery. There are robust recruitment and vetting procedures in place to ensure that all adults caring for the children are suitably qualified and vetted. The manager and staff team work very well together and are effectively deployed around the nursery to supervise and meet the needs of the children. Risk assessments are carried out every day on the premises and equipment, both indoors and outside, to identify and minimise risks to children in the nursery and when playing outdoors. The premises are safe, secure and well maintained, and very good procedures are in place for the collection of children. This shows that the nursery gives the safeguarding and welfare of children a high priority.

The manager uses her knowledge, experience and skills to lead the staff team and continually enhance their already good practice. All staff are enthusiastic, motivated and fully committed to their work and this is reflected in the enjoyment they demonstrate when interacting with children. They are well qualified and experienced and this is having a very positive impact on the outcomes for the children. The manager takes overall responsibility for overseeing the educational programme and ensuring its implementation. She effectively monitors staff performance and the quality of teaching. These observations work well in celebrating the very good practice in the nursery, as well as identifying areas for future development. As a result, staff take great pride in their work and are enthusiastic and motivated to provide high quality care, learning and development opportunities for all children. The manager also monitors the planning and assessment to make sure staff are consistent and have an accurate understanding of all children's skills, abilities and progress. There is a good awareness of meeting the needs of specific groups of children, such as those learning English as an additional language or who have special educational needs and/or disabilities. This support enables all children to make consistent progress in relation to their starting points. There is a strong commitment to improving the nursery provision. Parents and children are involved in the self-evaluation process and their views are listened to and acted upon. The manager is fully aware of the strengths and areas for development in the nursery and together with the staff team formulates

detailed action plans that clearly identify and prioritise targets for improvement.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. A detailed induction pack, parents' information boards, questionnaires and regular newsletters enable parents to be familiar with all aspects of the nursery. Daily conversations between parents and staff enable a flow of information that is highly beneficial to each child's progress and promotes continuity of care and learning. Parents are regularly invited to look at their children's learning journey books and they are encouraged to contribute to these and share events that happen at home. Parents are highly complimentary about staff and the education and care their children receive. They comment that the nursery is very welcoming and staff are approachable and friendly. They also say that their children are very fond of their key person and enjoy coming to the nursery. Parents agree that they are kept very well informed of their children's learning and development. Effective relationships with other professionals and external agencies are established so that children's needs are supported to help them to make progress. Staff also develop very good links with the local primary schools. This helps older children and their parents prepare for, and make a successful move to school.

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	EY472335
Local authority	Norfolk
Inspection number	948091
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	44
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	01553776651

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

