

# First Steps Day Nursery

Caduceus House, Upper Warrengate, Wakefield, West Yorkshire, WF1 4JZ

## Inspection date

02/06/2014

Previous inspection date

02/06/2011

## The quality and standards of the early years provision

**This inspection:**

3

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff have a positive awareness of working in partnership with parents and others who are involved in the care and learning of the children. This ensures that children's emerging needs are met well.
- Children learn to behave well because there is a generally good emphasis placed on encouraging and supporting appropriate boundaries. This effectively raises children's confidence and self-esteem.
- Management ensure there is ongoing professional development. Staff access a wide range of training courses to develop their professional skills and their understanding of childcare subjects.

### It is not yet good because

- The provider does not ensure safety equipment is repaired promptly to ensure all policies and procedures are always reliably followed to safeguard children effectively. As a result, good practices are not fully upheld to ensure children's safety is dependably promoted.
- Staff occasionally miss opportunities during planned and spontaneous play activities to fully extend children's language and thinking skills. As a result, learning opportunities are not always as fully maximised.
- Children do not have consistently rich opportunities to learn about planting and growing, in order to enhance their understanding of how things change over time.

## 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

- A tour of the premises was completed; the inspector observed activities in both rooms and in the outdoor environment. She also observed the snack time and lunch arrangements.
- The inspector looked at evidence of the suitability of staff and a selection of policies and procedures. She also looked at performance monitoring systems and accountability documents.
- The inspector looked at children's folders, containing observations and assessment records. She also looked at the detailed planning and other documentation linking to children's progress.
- The inspector completed a joint observation with the manager and had discussions with the key persons. She also held meetings with the manager, deputy and nominated person.
- The inspector took into account the views of parents and children spoken to on the day.

**Inspector**  
Caroline Stott

## Full report

### Information about the setting

First Steps Day Nursery registered in 1994. The nursery is owned by a private provider. It is located in a purpose-built building, close to Wakefield town centre. The nursery is registered on the Early Years Register and the compulsory part and voluntary part of the Childcare Register. It provides care for children on the ground floor and there is an enclosed area available for outdoor play. The nursery is open between 8am to 6pm, Monday to Friday all year round. It is closed on Bank Holidays. The nursery employs 17 members of childcare staff. Of these, the manager holds Early Years Professional Status and 14 staff hold appropriate early years qualifications at level 2, 3 and 4. The nursery also employs a cook and a cleaner. There are currently 48 children attending who are within the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-old children. Children attend for a variety of sessions. It serves the local area and is accessible to all children. The nursery supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives support from the local authority.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all equipment is safe and maintain room boundaries, in line with the provider's health and safety procedure, for example, ensuring faulty equipment, such as doors and gates, are promptly repaired and staff follow these guidelines.

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

- enhance the outdoor educational programmes for understanding the world by; increasing opportunities for all children to observe how things change over time and learn about similarities and differences, for example, by observing plants.
- enhance opportunities for staff to extend children's language and thinking skills during planned and spontaneous play activities.

## Inspection judgements

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

Staff have a sound understanding of the learning and development requirements for the Early Years Foundation Stage. Staff carry out regular observations of the children, which means they can identify children's current stages of learning and development. Staff plan

mini topics which enables them to respond to children's current interests and next steps in learning. Therefore, most children learn through play and appropriate stimulating experiences, and are interested and motivated to learn. The quality of teaching is not consistent. For example, an adult-led activity for older children motivates them to listen to and recognise instruments that are hidden. The staff team inspires children to use the instruments promoting loud and quiet, and fast and slow sounds. This enables children to explore and experiment in making music, stimulating their imagination. Children are supported to gain acceptable communication and language skills. Staff repeat specific words and sounds, promoting children's language and vocabulary. Children engage in familiar songs that embrace well-known actions and sounds. For example, the 'welcome song' promotes many languages embracing the diversity of the setting. The majority of children are encouraged to speak and listen in a range of situations and they respond to what they hear with relevant comments, answers and actions. As a result, some children are confident communicators who talk readily to others. This prepares them appropriately for the next stage in their learning, such as school.

Staff provide developmentally appropriate opportunities for babies to learn through their senses. They stimulate children's natural curiosity by inviting them to explore and investigate materials and resources, such as paint, turf, water and shaving foam, indoors. Children manipulate small world play figures within these helping their moving and handling skills. Babies freely discover dens and are motivated to stack blocks, promoting their active learning. These activities enhance children's knowledge of the world and their understanding of objects around them. Older children experiment in the mud kitchen. They mix and pour, and use different tools and techniques confidently, as staff promote different ways of doing things and demonstrate further skills. This fosters children's understanding of how to explore a variety of media and materials and enhances their imaginary play. However, the outside area is used less effectively to support children's understanding of similarities and differences in the world. For example, observing changes over time, such as planting and caring for plants or wildlife. Additionally, staff occasionally miss opportunities during planned and spontaneous play activities to fully extend children's language and thinking skills. As a result, some learning opportunities are not always as fully maximised.

There are positive relationships with parents. Parent visits to the nursery with their children are appropriately supported, to help children settle in their room with their key person. Parents are acceptably encouraged to provide information about what their children know and can do when they first start at the nursery on 'all about me' sheets. This helps staff to establish some starting points for children's learning to help with planning for their initial interests. Children with special educational needs and/or disabilities are supported by staff using sign language to aid communication. Staff support parents suitably through discussions and daily diaries, for example, they talk about children's play and toilet training. Children who speak English as an additional language are supported with appropriate words displayed in their home language. Children's learning and development files are freely available for parents to view, and parents' evenings and meetings provide opportunities to demonstrate how children learn. The nursery offers stay and play sessions and outings where they share good practice ideas with parents. This helps parents to be included in the assessment process and be involved in the nursery. Consequently, this benefits children to feel secure and settled and they

make steady progress given their individual starting points.

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

Staff are generally deployed well to ensure all children benefit from secure attachments. The key-person system is established and enables staff to develop a close relationship with children and their parents. All staff know their key children well because they find out, from parents, what children like and dislike ensuring their individual needs are met. This helps staff set out the rooms to support children's interests. Children enter the nursery happily and eagerly choose what they wish do from the range of resources and activities on offer. Children engage in their play and are confident when moving around their room and outdoors to access different experiences. However, safety equipment, such as gates and doors, are not consistently closed to maintain room boundaries to fully promote children's well-being and welfare. Older children have access to the immediate outdoor area adjoining their room. Children share play experiences outside and eagerly climb up the slope of the climbing frame. They play imaginatively together, engaging in jumping and calling to friends and staff. The outdoor area offers the opportunity for children to move in a range of ways and show good control and coordination. Children freely explore and challenge themselves, enabling them to learn the importance of physical exercise. This encourages positive relationships with their peers and staff, which supports their physical and emotional well-being.

Children behave well and play cooperatively. Their behaviour is managed well by the staff and they are reminded to share and take turns with their friends. Staff offer plenty of praise to build children's confidence and self-esteem. For example, children are supported effectively to not take things away from others and reminded how this makes others feel sad. This enables children to learn and gain awareness of appropriate boundaries and how others may feel. Children enjoy a range of healthy snacks and lunch is cooked on site and offers a varied menu. Staff support older children appropriately to collect their own lunch. This helps them gain confidence as they independently make their choices. Children know the importance of keeping healthy and safe and discuss why it is important to wash away the germs. Older children are reminded to be watchful of the babies outside as they negotiate their bikes and not to run indoors. Babies are supported to be careful as they climb the slope on the climbing station and hold hands as they walk through the older room. This means children gain a suitable understanding of managing their own safety, as consequences are discussed.

Parents are offered gradual visits to the nursery to help children settle. The nursery uses various documents to exchange information on children's initial care needs and their interests. The staff have developed important links with the local children's centre, outside agencies and school. They share transition documents to support children's learning and development between the settings. Reception teachers are invited in to the nursery, and nursery staff visit the school if at all possible. This aids children moving on to school when the time comes.

### **The effectiveness of the leadership and management of the early years**

**provision**

The inspection took place following notification from the provider regarding an unexplained injury to a child, and concerns separately received about safety gates in the baby room and the security of the premises. Following a recent visit by Ofsted the nursery received two notices to improve to ensure that the safeguarding policy is implemented in regards to concerns about children's safety and welfare. An immediate investigation was conducted by the nursery management team and a full review and revision of the accident and incident forms have been implemented. The nursery has a clear safeguarding policy and procedure that meets the safeguarding and welfare requirements of the Early Years Foundation Stage, however, this was not implemented effectively on this occasion. At the inspection the management team and staff demonstrated they have an appropriate understanding of safeguarding practices. They are knowledgeable of the signs and symptoms of abuse and confidently discuss the procedure detailing the course of action they would take in the event of a concern for children in their care. The government's statutory guidance 'Working Together to Safeguard Children' has been sought and currently used to improve staff's knowledge. Staff request visitors' identification before allowing them inside and visitors' details are recorded upon entry and when leaving. The complaints policy is followed and complaints are acceptably investigated. The premises are overall kept safe, as a result of the building being fully enclosed by appropriate fencing. Policies, risk assessments and procedures are in place and reviewed regularly to further ensure children are safeguarded. However, the provider is not ensuring safety equipment, such as safety gates and doors, are repaired promptly. Also, staff are not consistently following all the nursery's policies and procedures, such as the health and safety policy, ensuring safety gates and doors inside are closed as signs specify. This means good safety routines are not always maintained in order to fully promote children's well-being and welfare. These weaknesses in practice are breaches in the safeguarding requirements for the Early Years Foundation Stage, and are also breaches of the requirements of the Childcare Register. Consequently, the monitoring of safety procedures and staff practice is not robust enough to ensure safety routines are highly effective.

The management team monitors the children's profiles in order to check that the quality of the educational programmes is maintained. The nursery's staff have a sound understanding of the seven areas of learning, and the majority of teaching is rooted in a generally good knowledge of how children learn and develop. However, occasionally staff miss opportunities to extend children's language and thinking skills. Staff monitor children's progress through detailed observations, thorough planning and regular progress reports. The assessment coordinator collects data which is used effectively to help guide information on children's progress and check for any gaps in their learning. As a result, children's abilities and achievements are recognised and supported appropriately throughout the nursery to prepare them for their next stage of learning. The nursery has a performance management system in place. The manager completes appraisals twice a year and offers regular individual supervision meetings. All childcare staff are qualified and have completed safeguarding and first-aid training. For example, they are required to complete local authority online safeguarding training and in-house training to promote good practice and further corroborate accountability and staff responsibilities. There are effective recruitment procedures in place and all staff are suitably checked to ensure all

persons employed or volunteering at the nursery are suitable.

The nursery has completed a detailed self-evaluation that identifies strengths and weaknesses and is used to set targets for improvement. The nominated person and management team are committed to providing a high quality service and making continuous improvements. For example, the nappy changing area is adequate, although currently under review for updating. The premises have been recently decorated and new safety gates built for the purpose of keeping children away from unauthorised areas. Parents are involved in the self-evaluation process through the completion of regular questionnaires. Partnerships with parents are positive and parents are happy with the service provided. The parent noticeboard provide parents with relevant information about the nursery. This includes displays in a variety of languages, which effectively supports children with English as an additional language. Parents are kept informed about areas of learning and safeguarding procedures through newsletters, the website, meetings, emails and texts. Partnerships with other professionals are securely in place. Staff attend relevant meetings to secure appropriate interventions to benefit the children in their care and attend training, such as sign language. The nursery continues to work with external agencies to ensure children and their families get the support they need.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY216311
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	972415
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	37
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Wakefield and District Health and Community Support Ltd
<b>Date of previous inspection</b>	02/06/2011
<b>Telephone number</b>	01924 298290

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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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