

# First Steps Day Nursery

Wexham Park Hospital, Wexham Street, Wexham, Slough, Berkshire, SL2 4HL

<b>Inspection date</b>	07/01/2015
Previous inspection date	22/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	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		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

- A strong key-person system ensures children settle well, are safe and very well supported. They develop strong attachments with staff that build their confidence.
- The quality of staff knowledge through ongoing training and leadership is excellent. They inspire children to be inquisitive so they are keen to learn and make good progress.
- Parents are involved in their children's learning continuously. They exchange information with staff, who skilfully incorporate it into well-planned experiences based on each child's interests.
- Managers and staff are committed to improvement in practice. They consistently reflect on their practice and children's progress to maintain good outcomes for children.
- Staff understand how children learn. They organise the environment well which encourages positive interactions between children, while promoting independent choices.

### It is not yet outstanding because

- The nursery is well-equipped but there are few real resources for children to explore and re-enact their own life experiences using their imaginations and senses.

## **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.

## **Inspection activities**

- The inspector observed children from all age groups enjoying activities, indoors and outside.
- The inspector spoke to parents and took account of their views.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector conducted a joint observation with a room leader.
- The inspector sampled a range of documentation, including policies, self-evaluation forms and children's development records.

## **Inspector**

Deborah Found-Bloodworth

## Full report

### Information about the setting

First Steps Day Nursery opened in 1986 and operates from purpose-built accommodation in the grounds of Wexham Park Hospital. The nursery provides care for children of hospital staff. It is open each weekday from 6.45am to 5.30pm all year. All children have access to enclosed outdoor play areas. The nursery is registered on the Early Years Register and there are currently 68 children on roll in that age range. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. The nursery employs 18 staff, all of whom have appropriate early years qualifications, including two who hold Early Years Professional status and five who are qualified to degree level. The nursery also employs a housekeeper and an administrator.

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

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

- strengthen children's experiences of everyday life indoors and outside to develop their senses and encourage imaginary play.

## Inspection judgements

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

The quality of teaching is very good. Staff know how children learn and have thoughtfully organised the nursery environment and resources to be attractive to the children. They have provided a variety of spaces that enable children to be alone in a cosy, intimate space or to engage with their friends. This environment develops children's confidence, language and concentration. There are areas that encourage children to use their imaginations and senses indoors and outside. However, there are few real-world resources that children might recognise from their homes, such as those they may find in the home kitchen area, so they cannot fully emulate the adults in their lives. Staff intuitively know when to join in to offer support and encouragement and when to let children do things for themselves. They engage in discussions with children and quickly pick up on their interests, which they utilise to extend valuable learning opportunities. Staff talk continuously with children to pose challenging questions, introduce new language and develop children's communication. They skilfully read books so children have time to think and ask questions about the text, ensuring they understand the story. Staff encourage children's literacy skills during all activities as they encourage them to recognise text, shapes and make their own early writing attempts. Mathematical terms and skills are incorporated well into routine play. During the inspection, some children rolled a ball down the slide outside. An experienced member of staff introduced a second ball and asked the

children to predict which ball might go faster, encouraging the children to think analytically.

Parents are included and involved in children's learning from their first day, when they share details of children's abilities and interests at home. Staff post their observations of their key children on a large board which parents add to with their own pictures from home of children's play and learning. Staff incorporate this information into nursery planning so it stems directly from children's current interests. They share information with parents about how they can extend the learning at home so children have consistent experiences and good learning outcomes. Each child has a learning journey, which parents can see at any time to keep track of their child's progress. Older children can also access these to enjoy looking at and re-visiting their previous work to reinforce the learning experiences. Staff complete assessments of all two-year-old children so any concerns about their progress are quickly identified and staff can arrange any additional support quickly.

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

Each new child's settling-in period is individually tailored to suit them and to build a strong relationship with a key member of staff. Parents are encouraged to leave the children for increasing periods of time to make sure they feel secure and settled. Parents share information about their child during these sessions so staff know their needs very well. Staff demonstrate great care for all children, especially the babies. Their mothers are welcomed in throughout the day if they want to continue feeding them. Staff ensure all children are very well supported through their knowledge of them as individuals. They work with other agencies and professionals, such as speech and language therapists, to improve the learning outcomes for all children. Staff help children adapt to room changes as they grow. Some time each day is available for children to move around the nursery freely. This enables them to experience areas generally used by older or younger children and to enjoy time with their siblings, as well as become familiar with the whole nursery. Children change rooms when they are ready, rather than just by age, so the environment is suitable for their learning needs. This ease of change helps prepare children to cope well with the later transition on to school. Teachers from local schools visit children in their familiar surroundings of the nursery where they feel safe and confident. Staff create displays about school for the children and their parents to help prepare them and look forward to leaving. After children start school, they are invited back to nursery for a grand celebration of their great achievement.

Children learn how to be healthy through good food and being active. They enjoy a range of fresh fruit for snacks and staff talk about these foods being healthy. Staff use every opportunity, such as story times, to reinforce the information about healthy food choices. During the inspection, children listened to a story that provoked a discussion about foods that fill them up, such as porridge, and how to add fruit to it to make it healthier still. Children are encouraged to become increasingly responsible for their own care needs, such as how and when to wash their hands. Staff support them well as they struggle to put on their coats to go outside, asking children what help they need rather than doing it

for them. Children spend time outdoors every day and regularly use the local woodlands to explore nature and have many discussions about the weather and changing seasons. Children behave well. Staff encourage courtesy and manners during mealtimes and role model respectful behaviour. They praise children appropriately, building their self-esteem and confidence.

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

Reflective practice is a real strength within the nursery. Staff and management constantly monitor and review their performance and the impact this has on the outcomes for children as they strive to be the best they can. The management track children's development each term and annually to ensure they all make good progress in all areas of learning. This has shown that most children are meeting expected levels, resulting in management exploring how to promote further learning for children to achieve beyond this. The staff team are well qualified and each person has a development plan for their continued professional development. Management have high expectations so monitor and support staff performance effectively. They ensure staff receive ongoing training and hold regular staff meetings to strengthen team building and staff responsibilities. Staff recruitment is robust and each new staff member has their suitability thoroughly checked. Most staff have completed paediatric first-aid training.

Partnership with parents is very good. Parents speak highly of the nursery and they value the expertise of the staff. They comment how well all staff know their children, not just their key staff, so children feel safe. Parents are involved and consulted continuously about their children's progress. They frequently seek advice from staff, who are confident in their expertise and knowledge of child development. Parents know their children are safe in the nursery. It is a secure setting and regularly monitored and well maintained. Staff have clear policies and procedures to follow for safeguarding children. They complete training as part of their induction so they know how to work safely and manage any concerns about children's welfare to protect them. Staff working with babies have completed specific training regarding identifying concerns about non-mobile children so they are better protected.

## 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>	105622
<b>Local authority</b>	Slough
<b>Inspection number</b>	835722
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Heatherwood and Wexham Park Hospitals NHS Trust
<b>Date of previous inspection</b>	22/04/2009
<b>Telephone number</b>	01753 634365

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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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