

# First Steps Honington Children and Family Services

ROYAL AIR FORCE, Raf Honington, BURY ST EDMUNDS, IP31 1EE

## Inspection date

Previous inspection date

28/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

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

- Children form very close attachments with their key person and enjoy their time at the nursery. The range of resources and activities effectively support play and learning.
- Staff enable children to make choices within a stimulating environment.
- The staff team have good access to training and regular support to ensure their work with children remains at a high standard. The manager regularly assess the quality of teaching and learning to ensure staff are focussed to meet all children's needs.
- Partnerships with parents is established and make a strong contribution to meeting children's needs.

### It is not yet outstanding because

- There is scope to consistently enhance the use of opportunities, such as snack time, to extend children's learning even further by preparing their own snack.
- There is scope to enhance the natural outdoor area further, to incorporate learning opportunities such as growing and planting vegetables.
- Improve systems for sharing information and partnerships with other settings to ensure that the needs of children are met.

## **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 conducted a tour of all of the areas children use, in the nursery and outdoors, accompanied by the assistant manager.
- The inspector spoke with children, staff and parents of the nursery.
- A discussion and joint observation of a group activity in the pre-school room was carried out by the inspector and assistant manager.
- The inspector looked at a range of documents, including evidence of staff's suitability to work with children, the self-evaluation record, a sample of children's files, policies, procedures and other records.
- The inspector observed staff, babies and children during a varied range of indoor and outdoor activities.

## **Inspector**

Amanda Popplewell

## Full report

### Information about the setting

First Steps Honington Children and Family Services was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the grounds of RAF Honington in Suffolk. It is one of several settings that are owned and managed by 4Children (Direct) Limited. The nursery serves the local area and is accessible to all children. It operates from five main rooms and there is an enclosed garden area available for outdoor play.

The nursery employs 27 members of childcare staff. Of these, 16 staff hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- ensure that planning includes the after school children who are in the early years age range
- ensure that risk assessments are fully completed so that the children and staff are kept safe
- extend children's learning during snack time to enable them to prepare and serve their own
- extend partnerships with other providers that children attend to ensure that the needs of the child are met.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop. They demonstrate this by providing a varied and interesting range of developmentally-appropriate play and learning activities taking place indoors. Children have the opportunity to make their own choices about their play and can select toys and resources independently. As a result, all children are making good progress towards their early learning goals. Staff are

enthusiastic to help and support children to learn and the quality of teaching is good. They find out about children's interests during the settling-in process and use this to enhance individual children's learning. Strong relationships with parents are built and clear lines of communication are incorporated with a 'To and Fro' book, enabling parents to feedback on what their child is participating in at home and nursery.

Regular observations are completed by the child's key person, which are kept in the learning journey and shared frequently with parents. Each child's progress, within the seven areas of learning is identified and tracked on a regular basis. This ensures that each child is working comfortably within the typical range of development, expected for their age. This helps to ensure that each child continues to make progress and does not get left behind. However, the assessment should include the children who are in the early years age range, attending the after school club. Children who use English as an additional language are well supported. The key person discusses with parents the importance of their home language. Words are identified and displayed throughout the nursery, along with books that celebrate the home language and promote understanding of the world.

The learning is stimulating and varied. Children and babies are provided with opportunities to learn through their senses. For example, babies make sounds using musical instruments and through water play. Children explore coloured sand, shaving foam and mud. Children express themselves through arts and craft by painting using sponges, hands and brushes, singing, stories and music. Children's concentration is sustained using props to reinforce the singing, such as a bus for 'Wheels on the Bus', and spider for 'Incy Wincy Spider'. Outside the children explore the mud using a kitchen, finding worms and extending curiosity with magnifying glasses, as well as jumping in muddy puddles to support physical development. This encourages children to be increasingly self-sufficient and confident, in readiness for school learning, by using different methods to investigate and explore.

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

Staff value the learning, health and welfare benefits for babies and children by making sure that the nursery offers free-flow access of the outdoors on a daily basis. The enclosed garden is regularly used throughout the day allowing the older children independently to transfer between inside and outside. There is scope to improve the outside opportunities, particularly by extending learning through planting and growing. Children behave well and staff continually provide praise and reward for positive behaviour. Snacks and meals provided are varied and nourishing. Children with special dietary requirements are provided for and all staff are aware of any allergies or intolerances. Mealtimes are a social time, where staff sit with the children and engage in conversation about the foods children are eating. However, there are missed opportunities for older children to prepare and serve their own snack. All children routinely wash their hands before meals, snack and after personal care routines.

The nursery is a welcoming environment with interesting displays that children contribute to, celebrating different festivals such as St David's Day. There are visual timetables to support children to make choices in their play and varied range of natural resources for children to utilise. Parents and children are warmly welcomed into the nursery which helps

to promote a sense of belonging. The settling-in process is tailored to individual families providing time for parents and children to adjust to their new routine. The key person system is well embedded, staff form warm, friendly and trusting relationships with children and parents. Staff support the transitions for the family between rooms and school. This ensures that children are emotionally well prepared to deal with change, such as the next stage in their learning.

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

There are effective safeguarding arrangements in place. All staff complete safeguarding during induction so they know and understand what action to take and who to contact if they have any concerns regarding a child's welfare or well-being. The manager is the designated safeguarding officer and follows the procedures written in the nursery policy. Appropriate recruitment and registration procedures are in place along with detailed risk assessments. However, the manager must ensure that these are fully completed and the most up to date registration documentation is used to ensure a safe environment for children. The nursery has a wide range of policies which are updated as and when required to ensure that they remain effective. Staff complete regular training as part of their professional development, this is through external courses and in house training. Peer on peer observations are carried out as well as monthly meetings with the manager. This enables the manager to assess the quality of teaching and learning and monitor planning and assessment to ensure staff remain focussed to adapt, improve and enhance their skills to meet all children's needs.

The supervision of children is very good. The manager deploys the staff around the nursery to ensure that correct ratios are maintained. Parents are informed of any accidents through a written record. Termly meetings are arranged with the key person to go through the child's learning journey, which is well documented with observations and photographs in chronological order. The manager is extending the partnership with parents by including a parent forum and open days. Monthly newsletters are provided along with questionnaires and notice boards to ensure that parental views are fully communicated to the nursery. Parents comment positively about the nursery.

The manager has built strong links with external agencies and schools, this means that concerns about children's well-being and development can be quickly identified and managed. An overview of children's information is maintained so that individual children with identified needs are targeted. Appropriate support and intervention is sought and gaps in achievement are therefore closing. More links need to be made with children who attend a dual placement to ensure that children's needs are met.

### **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. 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>	EY468181
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	934999
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	75
<b>Number of children on roll</b>	151
<b>Name of provider</b>	4Children (Direct) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01132709006

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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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Piccadilly Gate  
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