

First Steps Nursery

169 - 171 Somerset Road, Handsworth, Birmingham, B20 2JF



Inspection date

17 April 2015

Previous inspection date

17 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Partnerships with parents are good. Staff provide detailed information about children's progress, therefore, keeping parents well informed and involved in their learning.
- The well-qualified staff team utilise their different skills to support and guide each other which means there is continuous improvement in children's learning experiences.
- Effective monitoring and self-evaluation ensures there is continuous improvement and reflection of the nursery, which continually enhances the learning opportunities for all children.
- Children are well safeguarded and staff place high importance on safeguarding children. Staff provide a safe and secure learning environment that children are eager to explore.
- Children are confident learners and their social and emotional needs are well met by staff. Relationships between children and staff are very good and children are happy and settled.
- Good partnerships are in place with other professionals, which ensure that children's individual needs are well met and there is clear continuity in children's care and learning.

It is not yet outstanding because:

- Children do not always have access to creative play resources, which means they are sometimes not able to fully use their imagination as they play and explore.
- Some children are not always encouraged to listen actively as staff do not always learn and use key words in children home languages to attract and keep their attention.

What the setting needs to do to improve further

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

- extend the methods used to help children who speak English as an additional language to listen more actively, for example, by equipping staff to learn and use some key words in children's home languages
- provide children with more opportunities to enjoy creative and imaginary play, for example, by providing more creative play resources to explore.

Inspection activities

- The inspector held a meeting with the manager and owner of the nursery.
- The inspector observed play and learning activities in the indoor and outdoor areas, and spoke to staff and children during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at a selection of children's records and information, and spoke to their individual key persons.
- The inspector conducted a joint observation of children's activities with the manager of the nursery.

Inspector

Susan Rogers

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children's learning is well promoted as staff carefully observe their activities and plan for their further progression. Staff skilfully use questions and encourage children to think about problems through activities. Children enjoy a relaxed story time where they choose their own books and share a story with a member of staff. This encourages children to communicate with confidence and share their experiences. However, some children who speak English as an additional language are not best helped to listen actively, for example, staff do not often use key words in children's home languages to engage them. Children enjoy exploring and have frequent opportunities to discover different play experiences as they play outdoors or visit their local park and shops. Children enjoy using paint, glue, glitter and sequins to create their own images. They talk to staff about what they are making, which encourages them to be ambitious with their creations. Children have good opportunities to make marks and through this develop the skill of forming the letters that make up part of their name. Babies are well supported as they enjoy using puppets to enhance singing and action songs and staff ensure that they have plenty of scope to explore their environment. Staff provide parents with well-structured guidance of how to support their children's learning at home.

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

Children settle smoothly into the nursery as there are good relationships in place between children and staff. Children learn how to live healthily as their daily routine provides plenty of fresh air and exercise. Older children serve themselves at mealtimes and all children are encouraged take responsibility in the nursery, for example, by clearing away toys after each session. Children behave well, learn how to include each other in their play and to consider the needs of others. This ensures that children are well prepared for the move into full time school. However, older children do not always have access to creative play resources in some of the rooms, which means they have fewer opportunities to use their imagination. Staff supervise children well and through explanations and discussions, encourage their understanding of how to keep themselves safe as they play.

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

The management team has a good understanding of its responsibilities. Staff are well supported through a wide range of training and professional development opportunities. Peer observations of staff practice are now well established and this has improved the quality of teaching so that children make good progress. Self-evaluation is reflective and thorough, and provides challenging targets and ensures ongoing improvement. Managers work closely with local nurseries as a means of sharing positive practice. Staff skilfully work alongside external agencies where children need additional support. Parents are kept well informed about their children's progress. Parent workshops and a parents' committee provide guidance to enable parents to further support their children's learning when they return home.

Setting details

Unique reference number	EY439949
Local authority	Birmingham
Inspection number	1010981
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	114
Name of provider	First Steps Nursery Partnership
Date of previous inspection	17 March 2014
Telephone number	07956352684

First Steps Nursery was registered in 2012 and operates from a converted property in the Handsworth area of Birmingham. The nursery is open from 7.30am until 6pm, Monday to Friday throughout the year. There are 14 staff who work with the children; one member of staff has Qualified Teacher Status, one has a level 6 early years qualification, 11 staff have a level 3 qualification and one member of staff has a level 2 qualification.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

