

First Steps Day Nursery

Unit 2, Carlton Miniott Business Centre, Carlton Road, Carlton Miniott, Thirsk, North Yorkshire, YO7 4NF



Inspection date

10 April 2015

Previous inspection date

13 October 2009

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

- Staff know children well and use their knowledge and good observations to deliver an educational programme to meet their individual needs. Consequently, children are well prepared for their future moves, both across the nursery and into school.
- Management and staff have a clear understanding of their responsibilities to effectively promote the safeguarding and welfare requirements. They have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. As a result of this, children are safeguarded well at the nursery.
- Staff make effective use of discussions and useful questions when they play alongside children. This encourages children to think, investigate and use language to explain themselves.
- Staff act as positive role models, as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities.
- Children enjoy choosing their own resources. They are encouraged to lead their own play, which builds their confidence and enhances their learning opportunities.

It is not yet outstanding because:

- The staff do not always gather enough detailed information about children's stage of development when they first start, to enable them to plan how they will complement children's learning at home.
- Children's independence is not as well promoted during mealtimes as it is at other times during the day.
- Parents are not routinely asked to contribute to the nursery's evaluation of practice so they can give their ideas for future developments.

What the setting needs to do to improve further

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

- increase the information gained from parents when children first attend, to provide staff with a clearer picture of children's starting points and help them to plan their progress from the start
- increase children's independence at mealtimes by, for example, allowing them to serve their own food and drinks and to clear away their plates afterwards
- seek the views of parents about the nursery to inform self-evaluation and identify further areas for future development.

Inspection activities

- The inspector observed activities and the quality of teaching in the nursery and outdoors.
- The inspector held a meeting with a manager and spoke to staff and children at appropriate times during the inspection.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

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

Staff understand the Early Years Foundation Stage. They follow children's individual needs and interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. Children have easy access to a variety of resources and staff encourage them to help themselves, supporting their independence. Staff provide opportunities for babies to explore and investigate sensory objects. They promote older children's problem-solving and mathematical skills well, as they discuss size, measure, numbers and colours during activities. The quality of teaching is good and staff use effective methods of planning, observation and tracking to ensure that all children's development is monitored. Staff gather information from parents about children's care needs before they start and use this to meet children's individual needs and emotional well-being. However, the information that key persons gather when children first start does not focus clearly enough on what children already know and can do, in order to establish starting points for their learning quickly. This means that staff are not always able precisely to plan activities to complement their learning.

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

Children's physical development is promoted well through daily activities in the garden to ensure they are active. There are opportunities to fill and empty containers of water, climb on the apparatus and role play with animals. This shows children's increasing confidence with making decisions about their own play and learning. Staff use lunchtime positively to help children understand about healthy lifestyles. Children sit together in groups and talk with their peers, which helps teach them how to behave in social situations. Children are generally developing good independence and self-care skills. They use the toilet and wash their hands with confidence and others confidently ask for help if needed. However, opportunities for children to further their independence at mealtimes are missed. For example, children are not encouraged to make choices, serve themselves or help to clear their plates at the end of their meal.

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

An established system of appraisals and staff meetings ensures staff are valued and supported. This approach helps to identify further training needs to extend children's learning. Qualified staff work alongside the less experienced staff, to enable them to have the opportunity to observe and learn from others' skills. Consequently, children's learning and development is effectively supported. Management demonstrate a good understanding of how to deliver and monitor the provision of the Early Years Foundation Stage. All staff and children contribute to regular reviews to evaluate the nursery, which identify strengths and areas to develop. However, parents' views are not sought to contribute to identifying areas for further development. Parents receive daily verbal communication and regular newsletters to inform them of current projects and activities.

Setting details

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| Unique reference number | EY337006 |
| Local authority | North Yorkshire |
| Inspection number | 857121 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 12 |
| Total number of places | 69 |
| Number of children on roll | 124 |
| Name of provider | First Step Day Nursery & Big Steps Out of School Club Partnership |
| Date of previous inspection | 13 October 2009 |
| Telephone number | 01845 525 509 |

First Steps Day Nursery incorporating Big Steps Out of School Club was registered in 2006. There are currently 17 staff working directly with the children, 14 of whom have an appropriate early years qualification, including one who holds an Early Years Teacher Status. The nursery opens five days a week from 7.30am until 6pm, all year round, except for bank holidays and a week at Christmas. The out-of-school club provides before and after school care and holiday care. The nursery provides funded early education for two-, three- and four-year-old children.

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