

First Steps Oldbury

Church Hall Edward Street, Oldbury, West Midlands, B68 8RH



Inspection date

30 March 2016

Previous inspection date

26 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is not consistently good. Assessment is not always accurate and staff do not always incorporate children's next steps in learning into daily activities. This means children do not always have the opportunity to make good progress.
- Additional funding is not used effectively to promote the progress of children it is provided for.
- Staff are receiving regular support, coaching, training and supervision. As a result, teaching is improving. However, some staff require additional support so that the quality of teaching is consistently good.

It has the following strengths

- There have been numerous improvements in the quality of care and learning since the last inspection. A new and highly qualified manager is helping staff to develop their practice. She has made sure all safeguarding policies and procedures are implemented well.
- Children's emotional well-being is effectively promoted. They are happy and settled. They develop strong relationships with staff and other children.
- Staff support children's choices and interests well. Children initiate their own play and follow their own interests using the extensive range of good quality resources that is available indoors and outdoors.
- Staff are effective in supporting children who speak English as an additional language to develop their communication and language skills.
- Children's diverse family experiences are reflected throughout the setting. Children are learning to recognise, value and respect differences in themselves and others.

What the setting needs to do to improve further

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

Due Date

- ensure assessments of children's achievements are accurate, and well-targeted next steps in learning are incorporated into daily activities so that children have the opportunity to make good progress. 29/04/2016

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

- make sure additional funding is used effectively for the children it is provided for so they are supported to make good progress
- provide additional support and coaching for staff so that they all have strong teaching skills.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and parents during the inspection and took account of their views.
- The inspector held meetings with the manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff, policies and procedures and plans for further improvements.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Since the last inspection, recruitment and ongoing vetting checks have been improved and help to ensure staff are suitable to work with children. Staff have a very clear understanding of the signs of possible child abuse and the action they must take to safeguard children. All staff are well qualified and adult-to-child ratio requirements are maintained. Security is good and all necessary steps are taken to ensure hazards are minimised and children are kept safe. Leadership and management have been successful in driving some improvements in the quality of teaching and learning. They have ensured play spaces are well organised and highly stimulating. Staff have developed their practice and knowledge of how to support children's communication and language skills. However, the management team has not made sure all staff know how to complete accurate assessments of children's achievements. Additional funding has not resulted in additional support for the children it was provided for. Increasing focus is being given to seeking and responding to the views of parents and children to further improve outcomes for children.

Quality of teaching, learning and assessment requires improvement

In some instances, the quality of teaching is good. All aspects of learning are promoted indoors and outdoors. Children are actively engaged in a wide range of new and interesting activities that is based around their interests. Children play imaginatively and learn to use all their senses to explore. Staff are always interested in what children are doing and saying. Staff who work with children aged between two and three years focus well on helping them listen and develop their vocabulary. Children sit, listen and speak in small groups well. They follow simple instructions and talk about what they see, using language to describe colour and simple numbers. Staff undertake regular observations, assessments and planning. At times, assessments of children's achievements are accurate and lead to well-targeted next steps in learning which are incorporated effectively into daily activities. However, some staff are not clear about how to help children make good progress in their individual next steps in learning.

Personal development, behaviour and welfare require improvement

Staff are kind and caring. They are good role models for children, who learn to share, take turns and consider others. Children make independent choices and they are becoming more confident in their abilities. Younger children like to put away their beds and put on their shoes when they wake up. Older children enjoy the challenge of learning how to play with a football and peddle wheeled outdoor toys. However, staff are not always focused enough on ensuring they motivate children to make good progress in their learning. Children's dietary and care needs are met well in partnership with parents.

Outcomes for children require improvement

Children are not yet making consistently good progress from their starting points. However, they are gaining some skills in preparation for the move to school. Children under three years of age are eager and inquisitive. They enjoy taking part in new activities and doing things for themselves. Pre-school children enjoy practising early writing skills.

Setting details

Unique reference number	EY480750
Local authority	Sandwell
Inspection number	1034407
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	63
Number of children on roll	27
Name of provider	First Steps Oldbury Partnership
Date of previous inspection	26 November 2015
Telephone number	07956352684

First Steps Oldbury was registered in 2014. The nursery employs seven members of childcare staff. Five members of staff hold appropriate early years qualifications at level 3, one member of staff holds a qualification at level 2 and the manager has Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery supports children who speak English as an additional language.

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