

First Steps Day Nursery

Central Manchester University Hospitals NHS Foundation Trust, Manchester Royal Infirmary, Oxford Road, MANCHESTER, M13 9WL



Inspection date	29 September 2016
Previous inspection date	9 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership and management team show a strong commitment to improving outcomes for all children. They have high expectations for all children. Systems are in place to evaluate all aspects of the provision to inform continuous improvement.
- Staff get to know children and families well. They work closely with parents to provide consistency of care and learning for children. This has a positive impact on their well-being.
- The well-qualified staff plan exciting activities and, generally, children can select from a wide range and follow their own ideas. For example, children choose from a variety of utensils and containers while digging in the mud kitchen. Children make good progress.
- Parents appreciate the close attention the key person places on their individual preferences for their child's care. A gradual settling-in process works well, helping children to settle quickly and gain close attachments to adults. Young children are offered reassurance and cuddles. Older children show confidence as they speak to adults about their needs.
- Partnerships with external agencies are good and make a strong contribution to meeting children's needs and providing continuity in learning.

It is not yet outstanding because:

- Occasionally, staff do not fully use questions consistently to challenge children's thinking even further.
- Staff do not make the most of opportunities for children to access the well-resourced outdoor environment when planning activities to support their learning.

What the setting needs to do to improve further

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

- enhance questioning skills that challenge children's thinking and help them make even more progress
- explore ways that effectively meet the needs of children who prefer to learn and play outdoors more consistently.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to the manager, deputy manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning journeys and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of the parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of their responsibilities to safeguard children. They know the procedures to follow in the event of any concerns about children's welfare. Recruitment procedures are robust. Staff are thoroughly vetted to ensure they are suitable to work with children. They have a comprehensive induction to help them to become familiar with policies and procedures. Appraisal and supervision meetings take place regularly and training needs are discussed. The management team role models good behaviour for staff and evaluates the observations and assessments they carry out. Self-evaluation processes work well. Parents and staff contribute to changes and are actively involved in reviewing the benefits for children's learning. Children's individual progress is assessed closely to identify any gaps in their learning and development. This ensures children swiftly receive any additional support they may need.

Quality of teaching, learning and assessment is good

Children, generally, play in a well-planned environment. They enjoy varied activities to explore and create. Older children play alphabet games, matching sounds and letters. Younger children use their hands to explore the texture of cornflour and water during a sensory experience. Staff make careful observations of children and regularly assess their levels of development to support their good progress. They gather ongoing information from parents about children's home life. For example, children take home a teddy bear at weekends and record their experiences. Overall, staff support children's learning well.

Personal development, behaviour and welfare are good

The environment is warm and welcoming. Resources, overall, are stored to enable children to independently select what they want to play with for themselves. Children's behaviour is very good. Staff are excellent role models. Parents speak highly of the staff and the service that they provide. Children learn about healthy lifestyles and good hygiene procedures. For example, they pour water into their own cups and find placemats at the table ready for lunchtime. Staff help children to be respectful towards those who hold different ideas and beliefs to their own. For example, they celebrate different festivals and learn about other cultures and faiths.

Outcomes for children are good

Children develop confidence and independence. Overall, they make choices about what they like to do and begin to manage their own care needs. Social skills are emerging and children learn to share and take turns. Older children solve problems and they work out the ingredients they need to make dough. They make birthday cakes and develop their mathematical language to discuss size and shape. Children are making good progress. They are well prepared for what they need to learn next and their eventual move to school.

Setting details

Unique reference number	EY302828
Local authority	Manchester
Inspection number	1059694
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 05
Total number of places	89
Number of children on roll	92
Name of registered person	Manchester Hospital School and Home Teaching Service
Registered person unique reference number	RP901890
Date of previous inspection	9 November 2012
Telephone number	0161 276 4491

First Steps Day Nursery was registered in 2005. It is within the grounds of Manchester Royal Infirmary in Manchester. The nursery employs 24 members of childcare staff, all of whom hold appropriate child care qualifications. The nursery is open each weekday from 7.15am until 6pm, except for public holidays. There is also a compulsory closure for two days during February each year for staff training. 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.

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