

First Steps at Cansfield

CANSFIELD HIGH SPECIALIST LANGUAGE COLLEGE, Old Road, Wigan, WN4 9TP



Inspection date	6 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Staff have a strong knowledge of the early years foundation stage and children's individual learning and development needs. The quality of teaching is good. All children make good progress from their individual starting points.
- An effective key-person system is in place. Children have formed positive attachments with staff and are eager to share their accomplishments with them. Staff are positive role models and encourage children to use good manners and consider the needs of others. Children's behaviour is good.
- Very good partnerships are in place between parents and other professionals. Information about children's individual needs is regularly exchanged so that a consistent level of care can be provided. Children who have special educational needs or disability are supported by a caring and knowledgeable staff team.
- The staff work extremely well as a team and regularly evaluate their practice to meet the needs of all children in their care. They actively seek the views of parents and other professionals to promote consistent improvement to the service they provide.

It is not yet outstanding because:

- Staff do not always provide children with sufficient opportunities to communicate their ideas and formulate responses to questions.
- Sometimes, expectations are not always clearly communicated to children to enable them to be fully engaged in different daily routines.

What the setting needs to do to improve further

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

- provide children with opportunities which will consistently extend their language skills, while giving them sufficient time to think about their response and communicate their ideas
- review how routines are explained to children throughout different parts of the day to help support them in understanding what they need to do next.

Inspection activities

- The inspector observed the quality of teaching during different activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of teaching with the manager.
- The inspector held a meeting with the manager and a representative from the local authority. She looked at relevant documentation, such as training records, policies and procedures, risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare. Staff attend a well-established range of training and continued professional development opportunities. This includes regular staff meetings, supervision sessions and appraisals. The management team undertakes regular audits, has high expectations and has identified key areas that they would like to develop in the future. Staff track children's progress to ensure that any gaps in children's learning are identified and supported. For example, a new intervention has recently been started to help younger children acquire good levels of communication and language skills. Partnerships with local schools are firmly in place and information is consistently shared to help children in the next stage of their learning.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children as they play. This allows them to build a strong knowledge of children's current skills and identify their developmental stage. A range of activities is planned which promotes and supports children's next steps in learning. All areas of learning are offered in a range of ways to support children's current level of development. One example of this is how staff promote children's mark making skills. Children enjoy making different patterns in dry sand, use large chinks in the outdoor area and explore using different sized brushes as they paint at an easel. Staff encourage and show children how to use different resources. Children listen with interest and the quality of teaching is good. Staff liaise consistently with parents through daily conversations, communication books and parents' evenings.

Personal development, behaviour and welfare are good

Staff warmly welcome children and families into the nursery and have created a warm and friendly environment. An effective key-person system is in place which ensures that children are supported to settle with a familiar adult. Staff are positive role models for children. They guide children's learning and skilfully do not interrupt their play as they follow their own interests. Staff enjoy celebrating children's achievements and regularly praise them. Children learn about the importance of a healthy lifestyle through being provided with healthy menus, accessing the outdoors every day and attending weekly swimming sessions. Children have the opportunity to learn about the wider world. One example of this is through celebrating different events throughout the year. Partnerships with other professionals are firmly in place and enrich children's experience as they make the move to school.

Outcomes for children are good

All children are progressing well from their starting points. Staff plan activities that provide challenge and promote children's next steps in learning. Children are active learners, they choose their own resources, follow their own interests and lead their own play. Children are encouraged to build their independence skills and make their needs known. All children are well prepared with the skills they need for the next stage in their learning, including starting school.

Setting details

Unique reference number	EY476183
Local authority	Wigan
Inspection number	968429
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	41
Number of children on roll	55
Name of registered person	Cansfield High School
Registered person unique reference number	RP533566
Date of previous inspection	Not applicable
Telephone number	01942711964

First Steps at Cansfield was registered in 2014. The nursery employs 10 members of childcare staff. Of these, one holds early years professional status and nine hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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