

First Steps Oldbury

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



Inspection date

24 October 2016

Previous inspection date

30 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 new manager has made good improvements since the last inspection. She holds qualified teacher status and uses her in-depth knowledge to support staff and make sure children are progressing well. She ensures that accurate assessments and appropriately targeted next steps for children's learning are effectively identified and planned for.
- The new manager has attended training in identifying and supporting children who are eligible for additional funding. This means she is able to make sure that those children in need of additional support get the help they need to catch up with their peers. Consequently, outcomes for all children are good.
- Effective support and coaching are provided for all staff. This includes observation of staff practice and one-to-one meetings to discuss performance and training needs. This helps to ensure teaching has a continually good impact on children's learning and development.
- Key members of staff have good relationships with parents, other providers and the local schools. This ensures there is a shared approach to children's learning and development. Staff are warm, caring and engage well with all children. This fosters children's strong emotional attachments and helps them to settle in quickly to the nursery.

It is not yet outstanding because:

- Staff are not always successful in making sure that all parents are fully informed about plans for their child's future learning.
- Staff do not provide enough opportunities for children to develop their thinking or to express their own ideas.

What the setting needs to do to improve further

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

- strengthen the arrangements for making sure that all parents are well informed about the plans for their children's future learning
- give children more opportunities and the time they need to think about and express their own ideas and to demonstrate their clear understanding.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a selection of the staff during the inspection.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures all staff have a good up-to-date understanding about the possible signs of abuse and neglect. In-house training is provided by the manager to ensure this is regularly refreshed. This means that all those working with children know what to do and who to contact should they have a concern about a child in their care. The manager oversees the risk assessment procedures of the nursery. All areas are checked before children arrive and staff are vigilant throughout the day. This helps to keep children safe and well. The manager ensures that the directors, staff, parents and their children are fully included in the self-evaluation processes so that targets for further improvement are continually identified and quickly acted upon.

Quality of teaching, learning and assessment is good

Staff engage with children as they become engrossed in their imaginary play. Babies enjoy bathing the dolls in the small bath. They become excited and giggle as they use sponges to splash in the soapy water. During such activities, staff use effective demonstration and a running commentary to support babies' language and communication skills. Toddlers thoroughly enjoy making sounds as they shake, rattle and bang their musical instruments. Staff support and praise toddlers as they become excited and try to identify themselves and their friends on the displayed photographs. Staff support pre-school children effectively in identifying letters and words through outdoor treasure hunts and by looking around their playroom. The staff support all children's exploration of the natural world. They encourage children to talk about their findings as they dig for worms and insects. Staff take children on local outings to places of interest. This builds on their current and ever-changing interests.

Personal development, behaviour and welfare are good

Children behave well. They are supported by the staff through praise and positive role modelling throughout the day. This builds on children's ability to make good friendships with one another. All children spend time outdoors. Here, they take manageable risks in their play as they manoeuvre around obstacles on their tricycles and use the range of climb and balance equipment with growing competence. Children are provided with healthy options at meal and snack times and engage in topics that help them to make healthy choices. These activities help children become aware of and adopt a healthy lifestyle.

Outcomes for children are good

Children learn about similarities and differences between themselves and others. They play with resources that depict positive images of diversity and explore a good range of festivals around the calendar year. Children follow their own interests and make independent choices about what they want to play with. Staff support them well with this. All children, including those in receipt of funding, make good progress in their learning and development. This fosters their readiness for the next phase in their learning, including their move to school.

Setting details

Unique reference number	EY480750
Local authority	Sandwell
Inspection number	1047816
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	30
Name of registered person	First Steps Oldbury Partnership
Registered person unique reference number	RP533901
Date of previous inspection	30 March 2016
Telephone number	07956352684

First Steps Oldbury was registered in 2014. The nursery employs nine members of childcare staff. Of these, one holds qualified teacher status, another holds an early years qualification at level 6 and six hold a level 3 qualification. 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.

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