

First Steps Day Nursery Chipping Sodbury Limited



First Steps Day Nursery, Hounds Road, Chipping Sodbury, Bristol, BS37 6EE

Inspection date	15 November 2016
Previous inspection date	4 June 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- The providers do not ensure staff clearly understand their responsibility to notify them of all of the changes to their personal circumstances that may affect their suitability to work with children.
- Activities are sometimes too adult-directed and do not reflect the children's interests, needs and individual next steps in learning. Activities do not always capture children's interest and children do not progress as well as they could.
- The providers do not focus well enough on raising teaching to a consistently good level and self-evaluation is not effective in identifying some key areas for improvement.
- Children are not consistently encouraged to be independent and develop their self-help skills. They do not have the opportunity to choose when and where they would like to play, which particularly affects children who show a preference for learning outdoors.

It has the following strengths

- Children are settled and secure. They have good relationships with the staff and their peers. The environment is warm and welcoming.
- Staff are good role models for children. Children behave well and follow the routines.
- Staff develop and maintain good relationships with the children's parents. They use the information that the parents share to support children with their individual needs.
- Children learn to recognise and respect different languages. They begin to value and celebrate people's different backgrounds and extend their understanding of the world.

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 that all staff are fully aware of their responsibility to inform the provider of changes to their personal circumstances that may affect their suitability	30/11/2016
■ improve the planning of activities to provide children with a good level of challenge through a balance of child-initiated and adult-led activities, based on their individual needs and interests, to help them make good progress.	15/12/2016

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

- improve monitoring of staff practice and focus more sharply on offering support and guidance to raise the quality of teaching to a consistently good level
- make better use of ongoing self-evaluation to identify areas of practice where improvement is needed
- provide more opportunities for children to choose where they would like to play, particularly those who show a preference for learning outdoors, and to develop their independence.

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 sampled a range of documentation.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. The providers and staff are fully aware of the procedures to follow if there are concerns about a child's welfare. The providers check the suitability of staff when they are recruited. However, during induction, staff are only made aware of some, not all, of the changes to their personal circumstances that they must notify the providers of. Some self-evaluation helps the providers plan for future development, including exploring ways to create more space for children under two years of age. However, this is not strong enough to identify all areas where improvement is needed. The providers hold individual meetings with staff but these do not focus well enough on improving teaching skills. Staff work with the other settings that the children attend to share information about their learning and development.

Quality of teaching, learning and assessment requires improvement

There are effective arrangements to monitor the progress of individual children and groups of children. However, staff do not plan well enough to ensure that children consistently make good progress. Standards of teaching are variable and not all children are appropriately challenged. For example, staff do not always give children the opportunity to finish their chosen activity and fully explore their ideas before tidying away the resources. Children learn to count and recognise numbers. They become confident communicators, seek out their friends and show interest in imaginative play. Younger children learn pencil control and enjoy painting with their fingers.

Personal development, behaviour and welfare require improvement

Children learn to take turns and share. Children are taken out to use the amenities in the local environment. For example, the pre-school children go to the local library to have story time and to select books to take back to setting. Children carry out some tasks independently, such as cutting fruit for snack. However, staff often complete manageable tasks for children and miss opportunities to support them with their developing self-help skills. Staff work well with parents to get to know children's likes and interests before they first attend. Staff have effective procedures to support children to settle into the setting and with the move between the rooms. Children's home languages are celebrated. Staff encourage children to teach the other children and staff words in their home language.

Outcomes for children require improvement

Overall, children make progress and reach expected levels of achievement for their ages. However, the weakness in teaching means that they do not consistently make the progress that they are capable of. Children are confident and develop positive relationships, helping to prepare them for the next stage in their learning.

Setting details

Unique reference number	EY455099
Local authority	South Gloucestershire
Inspection number	1063123
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	0 - 5
Total number of places	44
Number of children on roll	124
Name of registered person	First Steps Day Nursery Chipping Sodbury Limited
Registered person unique reference number	RP907630
Date of previous inspection	4 June 2013
Telephone number	01454850134

First Steps Nursery first registered in 2005 and re-registered as a limited company in 2012. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are 24 members of staff, including the owner/managers and the cook. Of these, two hold qualifications at level 6 and 19 are qualified at level 2 or level 3. The nursery receives funding for free early education for children aged two, three and four years.

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