

First Steps Nursery Collegiate Academy Trust

Shireland Collegiate Academy, Waterloo Road, SMETHWICK, West Midlands, B66
4ND



Inspection date

6 April 2017

Previous inspection date

8 January 2015

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 quality of teaching is good. Staff provide a wide range of activities that interests and challenges children. Staff plan activities based on their astute observations of children's play. Children make good progress from their starting points.
- The new manager provides strong leadership. The well-qualified staff work effectively as a team to identify and address improvements. Leaders monitor staff practice well and ensure that all staff maintain continuous professional development.
- Staff obtain detailed information from parents about their children's care needs. Staff ensure children are settled and happy and that their needs are met. High priority is placed on children's well-being. Children really enjoy attending nursery and develop close bonds with their key person in the homely environment.
- Partnerships with parents are strong. Staff guide them in support of their children's learning at home and exchange information about their achievements.

It is not yet outstanding because:

- Staff do not use the information gathered about the progress made by different groups of children as effectively as possible, in order to identify and close any gaps in learning even more promptly.
- Staff do not make full use of opportunities for children to explore the natural world, particularly for those who prefer to learn outdoors.

What the setting needs to do to improve further

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

- use precise information gathered about children's progress to focus more sharply on ways to narrow any emerging gaps in learning to improve outcomes for children
- provide further opportunities for children to explore and experiment in the natural world, particularly for those children who prefer to learn outdoors.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, the deputy manager, the finance director and the academy principal. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

The new manager has made several improvements to the nursery environment since the last inspection. Older children now have more space to play indoors and they access the outdoor area more easily. They have a wider choice of activities and resources, such as in each room. Safeguarding is effective. All staff have a good understanding of what would constitute a safeguarding matter and are very well supported by the leaders to deal with any concerning issues. Staff supervise children vigilantly and ensure that documentation relating to accidents and medication is accurately maintained. Staff work very effectively with other professionals to help improve outcomes for all children.

Quality of teaching, learning and assessment is good

Staff support children well as they play. They listen to them and encourage conversation, such as to enhance their language and communication skills. For example, some activities are specifically planned by staff to help extend individual children's vocabulary. Children are asked to describe the feel of the dough they make. They say it is 'sticky', or like 'porridge'. Children respond well to staff's questions about how the consistency of the dough changes as they add more flour or water. Staff make good use of opportunities to interact meaningfully with babies. They notice and understand the different ways in which babies communicate, so that they can respond appropriately.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff set clear guidelines and help younger children to learn how to share and take turns. Children enjoy nutritious meals and healthy snacks. They learn about the importance of practising good hygiene. Staff encourage children's independence. For instance, older children help to set the tables and scrape their plates at the end of meals. Staff prepare children well for their move to a new room in nursery and for school. They involve parents in this process and ensure that children feel emotionally secure. Children gain confidence and good self-esteem. Staff praise them when they use new words or when they think of a good idea. For example, children decide to add green paint to the dough they make to see if the two substances will mix.

Outcomes for children are good

Children develop their social skills well. They enjoy interacting with each other and staff at mealtimes. Children develop a range of necessary skills that prepares them well for the next stage in their learning. Older children learn to recognise their written names and to recognise sounds. They practise early reading and writing skills and begin to understand mathematical concepts. They use words, such as full, empty, big and small when they fill pots with compost. Children are interested and engaged in all their play and learning. They love to look at books and listen attentively to stories.

Setting details

Unique reference number	EY280454
Local authority	Sandwell
Inspection number	1091903
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	65
Name of registered person	Collegiate Academy Trust
Registered person unique reference number	RP523733
Date of previous inspection	8 January 2015
Telephone number	0121 558 8086

First Steps Nursery Collegiate Academy Trust registered in 2004. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 to level 6. The deputy manager has achieved early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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