

First Steps Day Nursery

St Peter's Hospital, Guildford Road, Chertsey, Surrey, KT16 0PZ



Inspection date

5 May 2017

Previous inspection date

29 May 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

- Staff provide a varied range of activities to support children's learning and development across the areas of learning. This enables all children to progress well.
- Staff attend well to the needs of babies. Babies explore resources safely and learn to play with others. They giggle and squeal happily. Babies make good progress in their language and physical development.
- Staff develop good partnerships with parents and other professionals. They welcome the involvement of parents in the setting and keep them fully informed about their children's progress and well-being.
- Children have access to different activities and resources to help them to learn about their own cultures, other people and their communities.
- Children enjoy the outdoor environment and engage in activities that help them to practise and extend their physical skills.
- Managers evaluate their practice to recognise strengths and identify areas for improvement. There is a low turnover of staff and they work well together as a team.

It is not yet outstanding because:

- Systems to compare how groups of children progress, such as boys and girls or those who have special educational needs and/or disabilities, are still in their infancy.
- At times, some staff do not make the most of the story time sessions they lead to engage and interest all children, meaning some become restless and unsettled.

What the setting needs to do to improve further

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

- refine the information gathered from comparing children's progress that informs a more rigorous analysis of the impact of teaching and intervention for different groups of children
- plan the organisation of all group activities more effectively so that they are more well matched to the needs of all children involved.

Inspection activities

- The inspector held discussions with the managers and spoke with parents, children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, risk assessments, self-evaluation documents, observations, assessments, planning records and documentation linked to checking children's progress.
- The inspector observed activities and staff's interactions with children in all rooms, including the baby room and the outside learning environment.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

Inspector

Joanne Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff are clear about their roles to safeguard children. For example, they understand the correct procedures to follow should a child protection concern arise. Procedures for recruiting and inducting suitable staff, and for monitoring staff performance, are good. Staff attend training on relevant topics to enhance their skills and to share good practice with each other. Managers have a clear understanding of the setting's strengths and weaknesses, overall, and are proactive about targeting these. Managers take into account the views of staff, parents, children and outside professionals to continually improve their service. Parents speak very highly about staff and the care they provide.

Quality of teaching, learning and assessment is good

Staff support children's learning and development well. They complete regular observations of children's learning and use this information well to plan for children's progress. Staff interact well with children to help to support their communication, language development and mathematical skills. They introduce new and interesting words to help to extend children's vocabulary. For example, children learn the names of different birds and older children learn about how a caterpillar morphs into a butterfly. Staff enthusiastically engage children in singing and rhyming songs. Staff help younger children to develop their early mathematical understanding. Staff help younger children to build towers with blocks, they model mathematical language, such as, big and small.

Personal development, behaviour and welfare are good

Children have strong, warm relationships with staff who help them to settle well in the setting. Staff take time to get to know children and parents during the settling-in period. They obtain information relating to care needs, comforters and interests to support this. Staff are good role models to children. They talk to children in a calm manner and support their social and emotional skills well. Children behave in safe ways. For instance, staff carry out regular fire drills and children know how to leave the premises efficiently if there was an emergency. Children have good opportunities to play outside, be physically active and develop coordination and control. They are confident and motivated to learn.

Outcomes for children are good

Children are well prepared for their future learning and gain the necessary skills needed for their move to school. They make good progress in relation to their starting points. Children learn to share toys fairly, take turns and consider the views of others. Older children count and compare objects confidently. All children explore a good range of creative play experiences, textures and equipment and learn to make marks.

Setting details

Unique reference number	120033
Local authority	Surrey
Inspection number	1089233
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	76
Number of children on roll	93
Name of registered person	Ashford and St Peters Hospitals NHS Foundation Trust
Registered person unique reference number	RP902251
Date of previous inspection	29 May 2015
Telephone number	01932 722192

First Steps Day Nursery registered 1991. The setting is open each weekday from 7am to 6pm, except for Christmas and bank holidays. It receives funding for the provision of free early education for children aged two, three and four years old. The setting employs 23 staff; of these, two hold early years teacher status and 15 hold appropriate qualifications at level 3.

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