

First Steps Childcare @ Brinsbury



Chichester College, Brinsbury Campus, North Heath, Pulborough, West Sussex, RH20 1DL

Inspection date	11 August 2017
Previous inspection date	27 March 2014

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 use effective assessment systems to help them understand the progress children make. They understand the individual needs of the children and plan effectively to support them.
- Parents have strong opportunities to be involved in children's learning. They receive regular feedback on how their children are developing and about the activities they enjoy. Staff guide parents on ways they can support children's progress in the home.
- Children make good progress. Where gaps in progress occur, staff act quickly to provide additional support to close these. Staff form partnerships with other professionals to help them provide suitably for children who have special educational needs and/or disabilities.
- Staff ensure children lead healthy lifestyles in the nursery. For example, children of all ages enjoy physical activity and eat nutritious meals.
- The manager monitors staff performance well. She works with the well-qualified staff team effectively to set targets for how they can develop professionally. She supplies support, including providing training opportunities to improve practice in the setting.

It is not yet outstanding because:

- Staff do not regularly offer children opportunities to consider their own thoughts and ideas when they interact with them, especially when they have asked questions.
- Some staff use excellent teaching techniques to promote learning. However, this is not consistent across the staff team.

What the setting needs to do to improve further

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

- allow children more opportunities to fully consider their own thoughts and ideas as they play and learn
- ensure consistency in the quality of teaching techniques used across the staff team to help children extend their learning.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and checked evidence of suitability and qualifications of staff.
- The inspector took account of parents' views spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff team all know how to recognise when a child's welfare is at risk. They know how to act in the event of a concern. The manager follows robust evaluation systems to assess the quality of the setting. She works with her staff team to plan actions to improve the outcomes for children. For example, they are improving the opportunities for children to develop positive values. Staff act on this in their practice, for instance, they allow children to vote for their choices in activities. The manager effectively monitors the progress children make and implements changes when necessary. For example, she has worked with staff to improve the opportunities for younger children to begin to develop their early writing skills.

Quality of teaching, learning and assessment is good

Staff offer children a vast range of experiences. For example, children learn from nature and participate in activities, such as caring for eggs until they hatch. Staff in all rooms show skill in acting on children's interests to promote learning. For instance, they bring out water play when babies show excitement at handwashing. Staff provide children with good opportunities to learn about differences that exist between people. This includes finding out about how people in other countries live. For instance, they have compared their own houses with those in Africa. Staff strongly encourage children to share their experiences from home. For example, children eagerly show objects they have brought back from holidays and celebrate their achievements with the staff and their friends.

Personal development, behaviour and welfare are good

Staff show skill in helping children to feel secure in their care. For example, they follow well-considered systems to help children settle when they move from one age group to another. Staff organise the environment in a way that stimulates children's learning and helps them to be independent. For instance, children engage enthusiastically with games on display boards. They take turns and follow rules without adult encouragement. Children behave very well. Staff strongly promote positive behaviour with strategies, such as celebrating achievements with a high five or encouraging children to be involved in remembering the rules. Staff prepare children for when they move on to different settings, such as school. For example, they help them to feel excited about the change by sharing experiences and looking at related items, such as school uniforms.

Outcomes for children are good

Children frequently use their imaginations in play, whether it be in group role-play acting out stories or creating hats to help them become 'dinosaurs'. Children solve problems frequently in their play, for example, they work out how to make water wheels spin. Children show good age-appropriate number skills, for example, they recognise numerals when they jump on number squares. They learn early number skills ready for future learning. Children show a great enjoyment of stories, they eagerly participate in activities which focus on stories and enjoy saying the lines. They develop early reading skills.

Setting details

Unique reference number	EY308040
Local authority	West Sussex
Inspection number	1068762
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 - 4
Total number of places	70
Number of children on roll	91
Name of registered person	Chichester College Services Limited
Registered person unique reference number	RP520759
Date of previous inspection	27 March 2014
Telephone number	01798 877403

First Steps Childcare @ Brinsbury is one of four nurseries run by Chichester College Services. It registered in 2005. The nursery is located in the Brinsbury campus of Chichester College, between Billingshurst and Pulborough in West Sussex. It is open each weekday from 7.30am to 6pm, for 51 weeks of the year. There are 12 members of staff, 11 of whom have appropriate early years qualifications at level 2 or above, including the manager and one staff member who has early years professional status. The provider receives funding to provide early education for children aged two, three and four years.

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