

# Feversham First Steps

Feversham College, 158 Cliffe Road, BRADFORD, West Yorkshire BD3 0LT



<b>Inspection date</b>	7 January 2019
Previous inspection date	4 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
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 is a provision that requires improvement

- The provider has failed to maintain their legal responsibility by notifying Ofsted of all names of the directors of the company and changes to the nominated person. This means that not all individuals who make up the company have been fully assessed by Ofsted to check their suitability.
- Staff, generally, have a good understanding of safeguarding. However, this knowledge could be extended to enhance staffs' knowledge and understanding of the 'Prevent' duty guidance for England and Wales.
- Leaders have not fully developed ways to identify and compare the progress of different groups of children to help accelerate their progress even further.
- The professional development of staff is not yet focused sufficiently on raising teaching to the highest level to help children achieve the best possible outcomes.

### It has the following strengths

- Children have access to a good range of interesting activities to help them develop new skills that support them to achieve their next steps in learning. All children, including those who speak English as an additional language, make good progress in their learning and development in relation to their starting points.
- Children's self-confidence is promoted very well. Children confidently make choices about what they play with and are encouraged to be independent throughout the day.
- Children's behaviour is good. Staff are calm and patient role models and provide consistent behavioural expectations for children. They frequently encourage and praise children for their efforts and actions.
- Children are happy and settled and have secure relationships with staff. Children readily approach staff for support, guidance and comfort.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted are provided with the necessary information to enable checks to be completed to establish the suitability of the directors and nominated individuals in a timely manner.	21/01/2019

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

- build on the monitoring of children's learning, to identify and compare the progress of groups of children and plan ways to accelerate their progress to an outstanding rate
- extend the current plans for professional development, to help raise the quality of teaching further and achieve the best possible outcomes for children.
- ensure that training has an impact on staffs' practice with the children and that staff use their skills and knowledge from training to improve the quality of their practice. This includes training in the 'Prevent' duty guidance for England and Wales 2015.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector had discussions with the directors, nursery deputy manager, staff and children. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took account of the views of parents.

#### Inspector

Helene Terry

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Overall, management and staff have a sound awareness of the signs and symptoms of possible abuse. They know what to do should they have concerns about staff practice or the welfare of children in their care. However, the provider has failed to notify Ofsted that there have been changes to the nominated person and directors associated with the registered company. These individuals do not work directly with the children. Staff recruitment and induction procedures are clear and thorough. Staff are suitably qualified and adult to child ratios are met effectively. Risk assessments successfully minimise risks to children. Staff have regular supervisions to support their professional development. However, training is not yet focused on enriching staff's teaching skills to achieve the best possible outcomes for children. In addition, despite attending recent training on the 'Prevent' duty guidance for England and Wales, some staff are less secure in their understanding of this aspect of their work. Systems introduced to monitor and evaluate the quality of the nursery are beginning to take effect and staff and children's views are fully considered. However, the management team do not currently focus precisely on the progress made by groups of children, to monitor any emerging gaps in learning and ensure these are closing rapidly.

### Quality of teaching, learning and assessment is good

Staff observe and assess children's development and use this information to provide children with learning opportunities that are tailored to support their next steps and interests. As a result, children are engaged and motivated to learn new things. Children's communication and language skills are fostered well. Babies and toddlers learn how to link words to actions as staff talk with them about what they are doing. Pre-school children develop good vocabulary skills when staff introduce new words, such as, 'anchor' into their phonics session. Overall, staff support parents to be engaged in their children's learning. Parents view their children's progress and next steps in learning on the online system. This helps parents to support their children's learning at home.

### Personal development, behaviour and welfare are good

Staff support children to lead healthy lifestyles. For example, they encourage good hygiene routines, provide nutritious snacks and meals and discuss the benefits of eating healthily. Children have frequent opportunities to play outside and develop good coordination and control. For example, they play ball games and climb the rocks. Staff ensure that children are safe while taking care to allow them opportunities to take manageable risks to boost their confidence in their own abilities. Children are listened to, make choices and learn to respect each other. They gain a good understanding of similarity and difference which promotes their understanding of the wider world.

### Outcomes for children are good

Children gain key skills to support the next stage in learning and the eventual move to school. They develop their early literacy skills as they make marks using large brushes, chalk and pens. Toddlers observe cause and effect as they use their fingers to make marks in the shaving foam or press buttons on the pop up or electronic toys. Children show good concentration skills as they attempt to solve problems.

## Setting details

<b>Unique reference number</b>	EY432099
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10089240
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Feversham First Steps Limited
<b>Registered person unique reference number</b>	RP902516
<b>Date of previous inspection</b>	4 April 2016
<b>Telephone number</b>	01274 559524

Feversham First Steps registered in 2011. The nursery employs 11 members of staff. All staff hold appropriate early years qualifications at level 3 or above, one member of staff holds qualified teacher status and another holds a degree in early years. The nursery opens Monday to Friday from 7.30am to 5.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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