

First Steps Day Nursery

Inspection report for early years provision

Unique reference number EY216277
Inspection date 16/02/2009
Inspector Emma Bright

Setting address 31 Church Street, Great Wilbraham, Cambridge,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

First Steps Day Nursery is privately owned and opened in 2001. It operates from converted domestic premises and is situated in the village of Great Wilbraham, Cambridgeshire. The provision is offered over two floors access can be gained via a ramp. A maximum of 35 children may attend the nursery at any one time. The nursery is open five days a week from 07:30 to 18:00 all year round. All children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll who are within the Early Years Foundation Stage (EYFS). Of these, 17 children receive funding for early education. Children come from the local area. The nursery currently supports a small number of children with learning difficulties and/or disabilities and also supports children who have English as an additional language.

The nursery employs 14 staff. Of these, 10 hold appropriate early years qualifications and three are currently working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Practitioners recognise the uniqueness of each child and ensure their individual needs are generally met through effective communication with parents. Children play and learn in an environment that helps them to make good progress in their learning and development. The setting is safe and secure, and the environment promotes children's welfare very well. Effective monitoring and evaluation of the provision enables practitioners to identify areas for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop children's assessment records, ensuring that parents have regular opportunities to contribute
- develop the outdoor space in order to further support children's learning in a rich and challenging environment. Where possible link the indoor and outdoor environments so that children can move freely between them
- provide further opportunities for children to develop and use their home language in their play and learning.

The leadership and management of the early years provision

The setting works well in partnership with parents and carers to ensure children's individual needs are fully met. Clear information is gathered from parents about their child before they start so that practitioners know children's individual interests

and needs, and this means they settle readily and feel secure. Written information and verbal feedback ensure parents are informed of their child's progress. Parents speak highly of the setting, and the practitioners who ensure their child receives a good quality Early Years experience. Practitioners have a positive attitude to liaising with other providers delivering the EYFS and they are beginning to make these links in order to further support children's learning.

Robust recruitment and induction procedures and a commitment to ongoing training ensure that children are well-cared for by caring and experienced practitioners. The management team provides strong leadership and all practitioners work well together as a team; this ensures good quality care and education for children. Regular meetings enable practitioners to reflect on and evaluate the provision and this has a positive effect on the setting as a whole.

Secure systems are in place to monitor and evaluate the provision to identify priorities for improvement; this takes into account the views of parents and practitioners and has had a positive impact on the overall quality of the provision. Policies and procedures underpin the good practice at the setting and these are clearly implemented by all practitioners and shared with parents. Practitioners demonstrate a good knowledge and understanding of Safeguarding Children and are pro-active in helping children to understand how to keep themselves safe. Thorough risk assessments are completed to ensure the environment remains safe for children.

The quality and standards of the early years provision

Practitioners have a good knowledge and understanding of how children learn from active play and exploration; a successful balance of adult-led and child-initiated activities allow children to learn at their own pace whilst enabling practitioners to provide support. Children have good opportunities and experiences to help them make progress across all areas of learning. Individual planning is based on children's interests and this ensures that every child is challenged and enjoys taking part. However, children's assessment records have not been fully developed to ensure parents have opportunities to contribute.

All children enjoy looking at books, alone or together; they participate enthusiastically in well-read stories, confidently joining in and answering questions about what happens next. Children's early writing skills are developing well as they are provided with resources and activities to help develop their small muscle skills. For example, they pinch, squeeze and shape playdough, and they competently make marks to represent their name on their work. Babies and young children are becoming confident communicators because practitioners tune in to the different messages they attempt to convey. This encourages them to listen and take pleasure in making new sounds.

Babies are encouraged to be active learners and they begin to be problem solvers as they play with sorting and posting activities; some young children confidently sort groups of objects according to colour. Babies enjoy push and play or pop-up toys, whilst older children confidently use the computer. These activities support

the children's future economic well-being. Children are confident and display good levels of self-esteem. They work well together sharing tasks and taking turns. The key person system works well in practice and this helps children to feel settled and secure. Children begin to know about their own cultures and those of others. However, children learning English as an additional language have fewer opportunities to develop and use their home language in their play and learning.

Practitioners teach children about keeping safe because they provide simple, but clear explanations to help them understand. For example, they remind children to be careful with the sand so it does not get into their eyes and this helps children to play safely. Practitioners provide lots of opportunities for children to participate in physical activity, both indoors and outside; children enjoy running around in the fresh air or energetically bouncing on 'space hoppers'. Although the outdoor space is used well for physical activity, it is not consistently used to effectively enrich children's learning in all areas. Children are provided with a very good range of meals and snacks which are healthy, balanced and nutritious. They enjoy healthy snacks which are offered on a 'rolling' basis so that they can choose when they want to eat; this allows them to continue their activities and enhances the flow of the session. Very clear information is gathered about children's dietary requirements and this ensures they can eat safely.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.