

First Steps Nursery

1 Orrell Street, Bury, Lancashire, BL8 1PB

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| Inspection date | 21/11/2012 |
| Previous inspection date | 01/06/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Staff throughout the nursery use effective observation and assessment to challenge children's active learning and motivate them to progress towards the early learning goals.
- Children form trusting relationships with staff and other children. This helps them to settle well. They demonstrate high levels of confidence and show pride in their achievements.
- Children's understanding of a healthy lifestyle is actively promoted. They benefit from well-balanced meals and snacks and develop their coordination and balance through being active, which helps them become aware of their bodies.
- The learning environment provides many opportunities for all children to explore and practise their newly acquired skills, which prepares them well for entry to school.
- Quality relationships are developed with parents. They are involved in all stages of their child's care, learning and development and play an active part in the nursery.

It is not yet outstanding because

- The use of children's home language is not consistently encouraged throughout the nursery.
- Opportunities for children to develop independence are not fully explored at lunch times.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery.
- The inspector held a meeting with the manager of the nursery.
- The inspector looked at a small range of documentation, including the safeguarding and complaints policies and the SEF.
- The inspector conducted a joint observation with the deputy nursery manager.
- The inspector took account of the views of parents spoken to on the day and also their comments in children's records and meetings.
- The inspector provided clear feedback regarding the inspection to the nursery manager.

Inspector

Judith Kerr

Full Report

Information about the setting

First Steps Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted school premises in the Elton area of Bury, Lancashire, and is managed by a limited company. The nursery serves the local and wider area and is accessible to all children. It operates from seven rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2, level 3 and above. The nursery has one member of staff with Early Years Professional Status and two who have Qualified Teacher Status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 117 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend the opportunities to increase children's independence and to take a more active role in the setting, such as during lunch time
- extend opportunities for babies and the youngest children to respond to familiar sounds by consistently asking parents to share favourite words from their home languages.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a stimulating and challenging learning environment, where children settle well and are eager to learn. They have a secure knowledge of how to effectively promote the learning and development of young children. As a result, the children are well

supported. The educational programmes provide a variety of activities which extend across all the areas of learning and interest and engage the children. Individual planning, together with children's learning records, visibly demonstrates how observations are used to devise a wide-ranging and motivating learning experience which meets the needs of the children. Three monthly progress reports are completed which clearly evaluate the children's achievements and their progress towards the early learning goals. In addition, the progress check for children aged two is well implemented to further support those children's accomplishments. All children are working comfortably within or above the typical development for their age. Parents are kept well informed about their children's progress through the sharing of all developmental records with their child's key person. This ensures parents are able to build a trusting relationship with adults who know their child well.

Young children concentrate intently on the activity of their own choosing for short periods. For example, they enjoy splashing in the water and pushing the buttons to see the lights and make the sounds; seeking support from staff when needed. Staff respond quickly as they are alert to and pick up on the different ways children communicate. Children's language skills are promoted well through the use of open questions, which extend their thinking. Staff repeat single words and phrases to young children which gradually helps them to link words to meaning. Toddlers who speak more than one language are effectively supported because staff encourage parents to provide lots of information about how children make themselves understood at home. However, this is not as well supported within the baby room because parents are not consistently asked to provide examples of key words that staff can use to help babies respond or settle.

Children are supported well in order to be ready for their transition to school. For example, they learn to identify and write their names, as well as count and recognise numbers through the daily pre-school routine. Younger children are helped to recognise simple symbols on hand washing posters. Children regularly count using their fingers and have many opportunities to recognise both numbers and letters in pictures and on posters. Many opportunities are provided to develop children's physical skills. For example, older children enjoy the challenges of the climbing wall and balancing beams or searching for bugs in the natural area. Younger children enjoy being outdoors where there is a canopy to offer protection in different types of weather. They explore ways of crawling through tunnels and manoeuvring the wheeled toys. There are also extensive opportunities for children to develop small-scale physical skills by using pencils, scissors, glue sticks and paintbrushes both indoors and outside.

The contribution of the early years provision to the well-being of children

Staff welcome and value all children and are responsive to their needs, feelings and interests. The nursery develops strong links with parents and obtains a wealth of relevant information about children's likes, preferences, routines and abilities during the settling period. This information is reviewed on a regular basis to ensure all details are up-to-date. Consequently, children settle well, are happy and build close relationships which supports their emotional well-being. They relate well to the children and take an evident interest in

what they say and do. Staff ensure there is a good balance of adult-led and child-initiated activities to stimulate children's interest and ensure they are continually challenged. A range of quality and interesting resources support children's learning and development. These are well-organised, create interest and stored at a low level so that children can safely make their own choices. This promotes their confidence and independence.

All children behave well and respond quickly to appropriate boundaries, with encouragement and support from staff. For example, they are gently reminded about the importance of sharing the dough and waiting for their turn to select an instrument. Babies and young children seek attention and hugs for reassurance and close contact at quiet times, and especially before sleeping. Children learn good personal hygiene through consistent routines and positive role modelling by staff. For example, they understand tissues are disposed of quickly in the bin, which helps to prevent the spread of germs. The nursery cook provides a wonderful range of nutritional snacks and meals. The menus are rotated every four weeks and are developed with input from parents to ensure they meet children's individual dietary needs. Water is freely available, all of which helps to keep children nourished and hydrated. Furthermore, the nursery makes available milk and a selection of fruit from which children are free to make their selection daily to take home with them. Children manage many self-care tasks, such as toileting routines and putting on coats confidently and independently. Although they serve themselves at snack time, there is room to improve these opportunities by encouraging children to help with lunchtime routines, such as laying tables and helping themselves to food. Throughout the year all children enjoy daily access to the interesting outdoor area which develops their awareness of how fresh air and exercise is part of a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision

All staff have a secure understanding of their responsibilities in relation to safeguarding children. They maintain high standards of care to ensure the welfare of the children is prioritised, both on the premises and also on outings. The children's safety is promoted as all staff are checked to ensure they are suitable. Risk assessments are completed to monitor and minimise hazards. Policies and procedures are consistently followed and managers and staff update their first aid training regularly. Regular supervision, together with annual appraisals, ensures staff are fully supported in their professional development. The staff team have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, the nursery has purposeful systems in place to regularly observe and assess children's progress. Parents are provided with good opportunities to contribute to their child's progress records through three monthly review meetings and twice yearly parents evenings.

Evaluation of the provision is continuous and ongoing. The providers and management team have a good understanding of their priorities for future development. These include further development of the outdoor area which will include a small world area and a slope to replace the steps currently in place and improvements to the provision of large scale

play in the hall. Throughout the year a number of events are organised for parents and carers with their children. Families enjoy bonfire night celebrations, an Easter egg hunt, a trip on the Santa train and a play at Christmas time. These events are communicated through monthly newsletters and posters displayed in the nursery. In addition, parents are active members of the nursery's parents association and are offered opportunities to attend training events, such as first aid, in order to enhance their own skills. Parents and carers express their appreciation of the nursery and recognise the improvement it makes to their child's development. They value the way in which their children are prepared for school. Effective partnerships are developed with other agencies and providers of the Early Years Foundation Stage framework which ensures the nursery is able to realistically support individual children and their families and provide continuity of care and learning.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for |

registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

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| Unique reference number | EY416180 |
| Local authority | Bury |
| Inspection number | 889332 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 105 |
| Number of children on roll | 117 |
| Name of provider | First Steps Nursery Bury Limited |
| Date of previous inspection | 01/06/2011 |
| Telephone number | 07545 572759 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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