

Gaywood First Steps Nursery

Queen Mary Road, Gaywood, Kings Lynn, PE30 4QG

Inspection date

Previous inspection date

23/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are confident, happy and settled in the relaxed and friendly atmosphere of the nursery. Children and babies form strong bonds and secure emotional attachments with their key persons who ensure that their well-being, safety and individual needs are well met.
- Teaching is good because all staff understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is good given their starting points and capabilities.
- Children and babies are protected from harm as the management and staff understand and effectively meet the safeguarding and welfare requirements.
- The manager and staff are very reflective of their practice and strive continuously to improve the quality of the provision.

It is not yet outstanding because

- Opportunities for parents to contribute their ongoing observations of children's learning have not yet been fully embraced to ensure their knowledge is used to help share ideas about how to move children forward.
- Opportunities for children to explore technology during their everyday experiences are not fully extended.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and the outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to members of staff in each room.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Jacqui Oliver

Full report

Information about the setting

Gaywood First Steps was registered in 2004 and registered again in 2013, when it was taken over by its current owners, on the Early Years Register and the compulsory part of the Childcare Register. The nursery opens five days a week from 8am until 4.30pm, all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions. The nursery operates from a purpose built building in Kings Lynn, Norfolk. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. There are currently 63 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently 17 staff working directly with the children. Of these, two hold appropriate early years qualifications at level 2 and 13 hold qualifications at level 3 or above. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the opportunities for parents to contribute to children's ongoing learning, for example, by recording their own observations in children's development records

- extend the opportunities for children to explore technology on a more regular basis.

Inspection judgements

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

Children make good progress in the nursery as staff have a thorough understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Teaching is good and this means that children are effectively developing the skills they need in readiness for starting school. There are very good arrangements in place to assess and monitor each child's achievements to ensure that they are progressing well. This helps to highlight any gaps in the development of individual children or groups of children. When staff identify children who need additional support, they work with parents and other professionals to make sure each child's individual needs are met. Good arrangements are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff learn some key words in children's home languages to ensure their care needs are met while they are settling-in and developing their English. There are also activities and resources, which support all children to see and hear their home language. Children learn well in the enabling and well-resourced playrooms that fully promote their

independence and creativity. Each child has a learning journey book with comments about their achievements. This is illustrated by photographs, demonstrating that children take part in a wide range of interesting activities that build on their early learning skills. There is a very good balance of adult-led and child-initiated activities throughout the nursery.

Children are interested learners who are willing to have a go at activities. They concentrate well and choose their own way of doing things, which are all characteristics of effective learning. Children are sociable, confident and are keen to share their ideas with staff and visitors. Parents are encouraged to share information about their children in an 'All about me' booklet, which helps to identify their initial starting points and any additional support they may need when they start attending the nursery. Parents are involved in their children's learning as they have regular discussions with their child's key person and they are able to view their children's development records at anytime. However, opportunities for parents to share their own observations of children's learning at home have not yet been fully explored. This means that staff are not consistently obtaining an all-round view of their achievements and interests. Staff support children well as they join in with their learning. They interact with children in a positive and friendly manner, helping them to develop their language, physical and social skills. Staff extend discussions skilfully by asking open-ended questions. They know the children very well and engage in conversations with them about things that are important to them. This further supports their acquisition of communication and language skills

Staff provide a well-resourced and welcoming environment to support children's all-round development and emotional well-being. Children enjoy learning about and extending their understanding of the world. For example, they plant vegetables and look for insects in the nursery garden. They have some opportunities to learn about technology using play equipment in role play activities. Staff also provide opportunities to extend their understanding of technology with appropriate resources, such as cameras, torches and programmable toys. However, these are not always readily available. Throughout the nursery, there is a good mix of natural resources, particularly in the baby room, giving children opportunities to explore different textures. Children's physical skills are promoted through play in the large nursery garden, using the variety of resources, such as sit and ride toys, tunnels and balancing equipment. Good opportunities are offered to promote children's small physical skills through art and craft activities using a variety of tools, such as glue spreaders, scissors, chalks, pencils and paint brushes. Younger children show these skills when feeding themselves or turning the pages of the books. Children develop their knowledge of number through play activities and during daily routines. They recognise shape, colour and pattern as they confidently put together jigsaw puzzles. They learn to count and recognise how numbers are used in the environment. Children make marks with paint, crayons and pencils and some show readiness to write their names. Staff encourage children to develop their early literacy skills by recognising their name as part of the self-registration system, when they arrive at the nursery and at snack time. Staff have high expectations for all the children. They use their knowledge and teaching skills to help children to develop their ideas and to teach them how to play cooperatively, take turns and share with their friends. Staff praise children's efforts promoting their self-esteem and helping them to make progress in their personal, social and emotional development. As a result, children are well prepared for their next stage of learning, such as moving onto school.

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

The manager and staff provide a welcoming environment for children, which enables them to settle well. Staff are kind, attentive and form very good relationships with children and their families. This results in children forming strong bonds and secure emotional attachments with their key person. Parents speak very highly of the warm and friendly environment and are confident their children are happy and settled. Staff prepare children very well for starting the nursery by encouraging parents to visit for short periods before they start. This helps young babies to get to know the staff who will be caring for them. There are good arrangements in place to help when children move rooms. Staff provide opportunities for children to meet their new key persons and become familiar with the new room, so they can quickly settle into new daily routines. Children behave well and play cooperatively together. For example, in the outdoor 'mud kitchen', children enjoy sharing the wide range of real-life kitchen utensils and talk about putting their chocolate cake in the oven to make it warm. Staff are good role models and offer children explanations about acceptable behaviour. For example, staff gently intervene when necessary to help children to share toys and remind them to take turns. Staff model good manners and reinforce children's good behaviour with praise and encouragement.

Children's safety, health and well-being are extremely well promoted through the implementation of clear and consistent policies and practices. They are encouraged to keep themselves safe through everyday routines and activities. For example, they learn about road safety when they go for walks to the local bakers. Children are supported well in using equipment safely, such as scissors in their craft activities. They learn how to use knives carefully when they independently cut up their fruit at snack time. Staff carry out regular risk assessments through a daily checklist to provide a safe place for children to play, both indoors and outdoors. Most staff hold paediatric first-aid qualifications, which means that any accidents occurring can be treated effectively to ensure the well-being of children. They meticulously record accidents and administration of medication and parents are kept well informed. The regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. Various visitors, such as the police and road safety officer, provide further opportunities for children to learn how to keep themselves safe in a range of situations. Consequently, children's understanding of keeping safe is fully promoted and helps to ensure that they can play and learn in a safe environment.

Children have daily opportunities to access physical exercise and fresh air in the large nursery garden. This helps them to develop their physical skills and supports their good health and well-being. Staff encourage children to develop an understanding of healthy eating by offering a selection of healthy and nutritious foods at snack time. Mealtimes are a valued social occasion where the children sit in small groups and engage in conversations with their friends and staff. They freely access drinking water for themselves throughout the day to ensure they do not become thirsty. Children grow and tend vegetables in the nursery garden to learn about healthy eating. Staff complete daily diaries for the younger children, so that parents are kept informed of their child's day. Daily routines within the nursery enable children to begin to develop their personal

independence, learning to dress themselves, clean their teeth and use the toilet independently. Children wash their hands before eating and after playing in the garden. Consequently, children are well prepared to be ready for school when they leave the nursery. Babies and toddlers sleep or rest according to their needs. Staff check them regularly and stay close by to help them to settle and help ensure their safety. Care routines and nappy changes are managed respectfully and efficiently to ensure children's comfort. This means that staff meet children's welfare and well-being effectively.

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

The manager and staff demonstrate a very good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed the appropriate training to ensure children are safeguarded and are familiar with the procedures to be followed if they have any concerns relating to child protection. The manager has lead responsibility for child protection and she has attended relevant training for this role. Robust recruitment and suitability procedures ensure that all employees are suitable to work with children. Staff are well deployed to ensure that children are effectively supervised and the employment of additional members of staff and volunteers means that ratios often exceed safeguarding and welfare requirements. Risk assessments are carried out everyday on the premises and equipment, both indoors and outside, to identify and minimise risks to children in the nursery and when playing outside. Security within the nursery is effective. All visitors sign in and are supervised at all times. The manager ensures that staff complete all regulatory paperwork, such as attendance records, medication and accident books appropriately. This shows that the nursery gives high priority to the safeguarding and welfare of children.

The manager provides strong leadership and the staff team are motivated and work extremely well together. The manager regularly monitors all aspects of the provision and ensures the children are offered a broad range of experiences across all areas of learning. The manager monitors children's developmental records and discusses these regularly with their key person. This helps her to identify any gaps in achievement or in the quality of the educational programmes. There are clear supervision and monitoring systems in place, which means that staff are well supported and they are encouraged to further develop their professional qualifications. The manager implements effective procedures to support staff, including the provision to attend training to further develop their learning and professional development. The monitoring is further developed through the self-evaluation process. The manager has devised action plans, taking into account views from the local authority adviser, staff and parents. She has a good understanding of the strengths of the nursery and the areas to further develop. For example, plans are in place to improve the learning environment and develop the provision for the younger children.

Parents speak positively about the nursery and the work of the staff. They comment on the good relationships in place and that children are happy and settle quickly into the nursery. Parents feel well informed about their child's development. This includes the progress check for children at age two, to enable parents to share this with health professionals. Newsletters and notices are available for parents along with daily verbal

feedback from the child's key person. Partnerships with other outside professionals are well developed, providing good opportunities for children's individual needs to be identified, supported and developed through individual educational plans. In addition, good links are made with schools. Reception class teachers are invited to visit the nursery to get to know the children and share their learning and development records. This effectively supports children with their transition to school.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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

Unique reference number	EY472341
Local authority	Norfolk
Inspection number	946961
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	63
Name of provider	Pre-School Learning Alliance
Date of previous inspection	not applicable
Telephone number	01553660925

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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, which are usually the childminder's 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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