

First Steps Early Years Centre

Cockayne Street North, Allenton, DERBY, DE24 8XB



Inspection date

2 June 2015

Previous inspection date

29 July 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not consistently support children's next steps in learning or ensure that there is appropriate challenge during activities.
- Staff do not always communicate effectively with children so that they are well supported to develop their communication and thinking skills.
- The supervision of staff is not fully effective in ensuring that the quality of teaching is good.
- Partnerships with parents and carers are not strong enough to keep them fully informed and support children's learning at home.
- Staff do not always organise themselves to fully support children's enjoyment and care at certain times of the day.

It has the following strengths

- Staff have a strong understanding of child protection issues and procedures to ensure children are safeguarded.
- Staff make appropriate use of knowledge gained from training to accurately observe and assess children's learning.
- Children enjoy healthy snacks and meals and daily outdoor play, which promotes their good health.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff consistently support children's next steps in learning and provide appropriate challenge during activities to help them to make good progress in their learning and development
- improve the quality of teaching so that staff always communicate effectively with children to support them to listen, understand and respond
- ensure that the supervision of staff provides appropriate support, coaching and training to improve the quality of teaching, so that children make good progress in their learning and development.

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

- strengthen the partnerships with parents and carers so that staff consistently inform them about their child's progress and care, and encourage them to share information about their child's learning and development at home
- improve the organisation of staff, so that children are not waiting unnecessarily for routine activities, such as lunch to be served, and that younger children are given good levels of support when they arrive or leave.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and cluster manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff working with the older children give appropriate focus to activities, which help children to develop the skills they need for school. For example, the children join in with group activities and serve themselves at mealtimes. Children in the baby room have appropriate toys and resources to help them to develop their physical skills. For example, they enjoy shaking musical instruments and emptying baskets. All staff are confident in observing children to determine their stage of development. There are appropriate support plans in place for children with special educational needs and/or disabilities. However, although staff attempt to make activities interesting, they do not always provide sufficient challenge to help children to move forward in their learning. Nor do they consistently support children's next steps in learning. When staff talk to children they sometimes ask a series of questions without waiting for children to think and respond. As a result, some children do not fully engage in activities. There are useful displays of information around the nursery and regular discussions with parents and carers. However, the quality of the information and use of communication books are not fully successful. Parents and carers are not always fully informed about what their child has been doing. Staff do not always encourage parents and carers to share what they know about their child.

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

Children enjoy themselves at the nursery as staff are friendly and positive. Children enjoy being outdoors and running around, as well as using the sit-and-ride toys and scooters. Recent changes to the outdoor area mean that there are a range of interesting activities for children to do. They show interest in the bug hotel, and handle a snail carefully as staff talk to them about the snail's features. Staff constantly supervise children as they play indoors and outdoors to ensure their safety. However, staff working with the older children sometimes take too long to set up routines, such as lunch. The children become restless and do not show consideration for others. Staff working with the younger children do not always organise themselves effectively when children are arriving or leaving. This disrupts other children as they are playing.

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

The nursery has appropriate links with other settings that children attend to complement their learning. There is a detailed system in place to monitor that all children are making progress in their learning. Although the staff team are well qualified and there are many measures in place to check practice, these are not yet having a positive impact on the quality of teaching. However, the relatively new management team has recently undertaken a thorough evaluation of practice. They identify appropriate areas for improvement and suitable plans to move the setting forward.

Setting details

Unique reference number	EY440848
Local authority	Derby, City of
Inspection number	1011146
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	63
Number of children on roll	95
Name of provider	4 Children
Date of previous inspection	29 July 2014
Telephone number	01332 383911

First Steps Early Years Centre was registered in 2012. The nursery employs 13 members of childcare staff, all of hold appropriate early years qualifications, including the manager who has Early Years Professional status and another member of staff who has a degree. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

