

First Steps Nursery

Stoke-on-Trent College, Cauldon Campus, Stoke Road, STOKE-ON-TRENT, ST4 2DG



Inspection date	27 January 2016
Previous inspection date	2 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
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 provision is good

- Management have a good understanding of the Early Years Foundation Stage requirements along with the skills to develop a team. They effectively oversee the quality of teaching, learning and assessments. The well-qualified staff have a good understanding of how children learn. They use a wide range of successful teaching strategies that ensures children make good progress.
- Partnerships with parents, other professionals, schools and the on-site college are good. The management team regularly seeks their views. This helps to identify accurate targets that drive forward ongoing improvements that offer all children challenge and support.
- Children's health and well-being are fully promoted. Staff use the newly purchased, lightweight, six-seated pushcart to take toddlers on walks and visit to the shops. They visit the swing park where children learn to take manageable risks in their physical play. Children learn to appreciate nature and wildlife as they feed the ducks.
- There is a relaxed and happy atmosphere within the nursery. Children enjoy close relationships with their key persons who help them feel settled, secure and, therefore, ready to learn.

It is not yet outstanding because:

- Staff provide fewer opportunities for children to gain an awareness of other people's differences and similarities.
- Staff do not provide enough opportunities for children who speak English as an additional language to use their home language during their play.

What the setting needs to do to improve further

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

- help children to further develop a positive view of the racial and cultural diversity that reflects the local community and multi-cultural Britain
- provide more opportunities for all children who speak English as an additional language to develop and use their home language in their play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have undertaken safeguarding training. They are fully aware of the signs of abuse and neglect and their responsibilities to protect children from harm. Staff receive regular individual support meetings where they can seek advice and discuss their future training requirements. Staff have recently completed training on how to keep babies safe while they sleep. Staff provide a safe sleeping environment for babies. They advise parents on the safest ways for their babies to sleep. Parents are well informed about how the Early Years Foundation Stage is being delivered in the nursery. There is a wealth of information displayed for them in the nursery, along with the regular newsletters and the website.

Quality of teaching, learning and assessment is good

The manager checks the activities provided to make sure all relevant areas of learning are included in the planning. Activities are based on children's interests and the environment supports their play and learning well. Children explore feely, use their imagination and are engrossed in their play. Babies and toddlers enjoy the darkened sensory room with fairy lights and baskets of safe, interesting materials for them to investigate. During such activities, the key person uses commentary to extend children's understanding as they explore the materials. Children are focused and listen intently as the key person shares a story with them to develop their communication and literacy skills. The key person models a clear voice with expression to hold children's interest and asks questions that challenge them to think. Children successfully develop the vital skills they need for their next steps in learning, such as school.

Personal development, behaviour and welfare are good

Staff have recently completed training on promoting children's positive behaviour. Staff use effective strategies and positive role modelling to promote good behaviour. Children's behaviour is good. Their actions show they are aware of the nursery's rules and behaviour boundaries. For example, the older children do not run around indoors and know that they are expected to take turns and share. Children are encouraged to wash and dry their hands before mealtimes. Meals and snacks provided for children are nutritious and balanced. Children experience a variety of activities in the outdoor learning environment that reflect all the areas of learning.

Outcomes for children are good

There is an effective, structured approach to assessing children's development. This is applied to the whole group, key groups and individual children. Consequently, children's stage of development is easily determined and shared with parents or any other professionals involved. Teaching is tailored to ensure children make good progress. Children are working comfortably within the range of development typical for their age. Children who speak English as an additional language, disabled children and those with special educational needs make good progress from their starting points. Staff effectively identify, monitor and secure further support for these children.

Setting details

Unique reference number	511369
Local authority	Stoke on Trent
Inspection number	848047
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	113
Name of provider	Stoke On Trent College
Date of previous inspection	2 November 2011
Telephone number	01782 603507

First Steps Nursery was registered in 1999. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two at level 5 and 10 at level 3. The nursery opens Monday to Friday during term time only. Sessions are from 8.30am until 5.30pm Monday to Thursday, and from 8.30am until 4.30pm on Fridays. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs.

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