

# First Steps @ Manor Road, Selsey

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY347748
<b>Inspection date</b>	03 September 2007
<b>Inspector</b>	Gill Moore
<b>Setting Address</b>	Manor Road, Selsey, Chichester, PO20 0SF
<b>Telephone number</b>	01243 603618
<b>E-mail</b>	
<b>Registered person</b>	First Steps Childcare
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

First Steps @ Manor Road, Selsey is one of four nurseries run by First Steps Childcare. It opened in 2007 and operates from purpose built premises in Selsey, West Sussex. All children have daily access to a secure enclosed outside play area. The nursery serves the local and surrounding areas. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

There are currently 25 children from three months to under five years on roll. Of these, nine children receive funding for nursery education. The nursery employs a qualified manager who is overall responsible for the day to day running of the group. In addition, five staff work directly with the children, all of whom are qualified.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children begin to gain a good understanding of the importance of looking after their bodies and engaging in regular exercise as part of maintaining a healthy lifestyle. They enjoy daily opportunities to develop their physical skills using a range of large and small equipment. Children confidently ride a range of different sized bicycles, cars and scooters and enjoy bouncing around on space hoppers. They run around outside chasing their peers laughing and giggling as they climb in and out of tyres. Children push and pull trolleys and enjoy riding some equipment with a passenger on the back. They develop their co-ordination playing with balls, skittles and skipping ropes and participate in dance sessions, such as 'Sticky Kids,' helping to explore how their bodies move in different ways. As they play, children decide to warm their bodies up by exercising and practitioners show them how to stretch their bodies and warm up their muscles. Babies and younger children learn to sit and walk unaided and enjoy crawling through tunnels and playing with the balls. Practitioners plan a range of activities tailored to each child promoting the development of their physical skills.

Children learn to follow good personal hygiene routines after using the toilet and before sitting down to meals. They develop extremely high levels of independence and talk about why it is so important to rub all the soap into their hands, recognising how germs spread. Children use individual hand towels and practitioners implement effective health and hygiene procedures, which helps to minimise the spread of germs. They wear gloves when changing babies' nappies and wipe tables using anti bacterial spray. Children's health is promoted because all practitioners have relevant first aid training, which is renewed on a regular basis, and know how to deal with accidents effectively. Written information is obtained relating to children's medical history and parents provide written consent for their child to receive emergency medical treatment. This helps promote children's health in an emergency situation.

Children gain a very good understanding of healthy eating because the importance of a healthy balanced diet is promoted throughout the nursery. They talk about different food with practitioners recognising those foods that are good for their bodies, such as fruits, potatoes and vegetables. Children discuss how too many sweets and chocolate can damage their teeth. They choose from a healthy range of fruits at snack time and benefit because they receive nutritious home cooked meals, prepared on site by the nursery cook. Meals are planned on a four-week menu and take into account every child's allergies and specific dietary requirements. Children are provided with a cooked two course lunch, which is healthy and nutritious. Options include cod and potato pie with peas and sweet corn, roast dinners and sausage casserole, followed by pineapple upside down cake, stewed fruit and custard and tapioca pudding. Children enjoy a lighter tea, such as home made vegetable quiches, soups and wraps followed by fresh fruit salad, natural yoghurt and trifle. Mealtimes are used to help promote children's social skills and babies and young children begin to develop their independent skills as they are encouraged to hold the spoon themselves and help when feeding.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children show a very good awareness of how to keep themselves safe. For example, they recognise the need to keep their distance when playing outside on the bicycles. Children pack away after themselves, recognising the dangers of someone tripping over a piece of equipment

on the floor, and learn how to use tools, such as cutters and scissors safely. They gain an understanding of how to keep safe in an emergency situation practising regular fire drills with practitioners, although procedures to record and evaluate these are not fully developed. Children's safety is assured because practitioners are vigilant and minimise all potential risks and hazards within the nursery environment. Written risk assessments are in place relating to every area of the nursery and individual risk assessments are developed as appropriate. For example, practitioners identify risks when using new equipment and implementing special activities. They make daily checks on all areas, keeping a record of this, and secure procedures are in place to monitor sleeping babies and young children.

Children benefit immensely because they move freely and safely between the inside and outside learning environment. The premises are safe and secure, with key pads fitted on doors, preventing visitors from entering without the knowledge of a practitioner. Children are protected because they are never left unsupervised with anyone who has not been vetted. Visitors sign in to the nursery, are requested to show identification and are supervised at all times. However, the procedures to obtain contact details and ensure visiting parents and children sign in are not fully developed. Children have independent access to a wonderful array of play provision and resources. All furniture, equipment and play resources are clean and well maintained and suitable procedures are in place to ensure they are kept safe. The provision available is suitable for the ages of children attending the nursery.

Children are safeguarded and protected from harm because practitioners recognise their role with regards to protecting children in their care. Suitable procedures are in place to discuss and record injuries children arrive with and any child protection concerns. Parents are made aware of practitioner's role, with regards to child protection issues, and secure systems are in place to ensure children are collected from the nursery by adults known to staff. All practitioners have a good awareness of different types of child abuse and possible signs and symptoms that may indicate a child is at risk. They have all completed training in this area and know how to implement nursery procedures, which helps to keep children safe. Practitioners have an awareness of local safeguarding procedures, although the child protection policy does not include contact details for social services and does not reflect these.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Babies and young children thrive during their time at nursery because they are cared for by qualified practitioners who have a very good understanding about child development. They recognise how young children learn effectively and provide a stimulating and exciting environment where all resources can be accessed independently. Practitioners plan a very good range of activities and experiences using the Birth to three matters framework. They monitor children's individual development and use this information to help plan future experiences. Consequently, children develop at their own rate and their ongoing development is continually assessed. Babies babble and gurgle kicking their feet and waving to themselves in the mirror. They cuddle in to practitioners sharing books and become skilful communicators copying language they are introduced to.

Children become competent learners successfully matching shapes to the correct holes in the sorter and learn how to press the buttons to start the music playing. Practitioners respond to babies' gestures and play 'peek a boo' with them. Excellent interaction between practitioners and children ensures they develop extremely high levels of self assurance and a strong sense of belonging to the group. The learning environment provides rich experiences for children,

for example as babies explore a range of objects in treasure baskets using their senses. They enjoy opportunities to be creative and imaginative playing with telephones and food and pushing their babies around in prams. Children experience a range of media, such as sand and different coloured and textured water and explore paint with their hands and feet. They develop their language skills because practitioners talk to children effectively and question them through their play encouraging them to respond building their vocabulary.

Children over two years benefit enormously from playing alongside their older peers and this is managed extremely effectively, according to the individual needs and abilities of children. They integrate with older children for much of the session as well as spending designated time in their own room with their key workers. Children have a wonderful time participating in singing sessions and copy the actions laughing and giggling with their peers. They build towers from bricks and enjoy riding around on bicycles and playing with trolleys in the outside area. Children relish in opportunities to engage in planned activities, pitched at their own level, and planned around their interests. For example, they cook with practitioners, begin to recognise shapes as they build models from clay and enjoy playing listening games together.

### Nursery education

The quality of teaching and learning is good. Children make good individual progress in their learning because they are exceptionally well supported by practitioners who have a secure knowledge of the Foundation Stage Curriculum. They use inspirational and exciting teaching methods, which capture children's attention and excite and motivate them. Children benefit enormously from the organisation of the routine and use of space encouraging them to make their own decisions about their learning playing a full and active role. They choose from a wide array of play provision and resources and wander freely between the inside and outside learning environment. Highly effective procedures are in place to assess and monitor children's progress on a weekly basis. Practitioners know children exceptionally well and use this, as well as information gained from assessment, to help guide and plan their future learning. Systems for planning are secure and provide a wide range of opportunities for children linked to the stepping stones.

Children develop at their own rate because practitioners are extremely effective in adapting their teaching techniques and their style of questioning. They use every opportunity to extend children's learning because they have a secure understanding about what each child can do and where they need to develop. Children display extremely high levels of independence and confidence, which are promoted through the use of time and space. They choose their own resources making decisions about which tools to use, for example when painting, and hang their aprons up when they have completed their art work. Children's early mathematical skills develop well because they have independent access to a range of mathematical resources. They count, sort and match compare bears, recognise and compare shapes playing dominoes and number jigsaws and make up their own patterns using coloured pegs.

Children solve their own problems around size and shape as they listen to one another's ideas and work out different ways to construct the marble run. They increase their understanding of number as they try to recreate the pattern they have made when the pegs fall out. Practitioners encourage children to count the number of pegs they have and then work out how many must have fallen on to the floor. Children show real concentration in their activities and develop good skills in using a range of tools, such as hammers and tacks to create pictures from wooden shapes. They are encouraged to write their own names on their paintings and practise writing in a variety of situations. For example, children trace over letters and patterns in their individual

books, use pencils and note pads when playing outside and chalk on bricks. They have access to some writing tools and materials, although the presentation of these do not encourage children to use these freely during their play.

Children thoroughly enjoy opportunities to share news and talk about their families and home life during circle time. They use a puppet, Mr Happy, which they pass around helping them to recognise when it is their time to contribute to the discussion. Children talk about the places they have visited with their families locally, beginning to gain an understanding about their local environment. Practitioners plan to increase children's awareness, for example by taking them on walks in the local area to explore their surroundings, although opportunities to implement this have not yet been fully introduced. Children have a wonderful time participating in group story sessions and scream with delight as they re-tell the story of Hairy Maclairy. They begin to recognise words that rhyme and their understanding of sounds and letters is promoted throughout the nursery. For example, all resources are labelled using words and photographs. Children recognise their names on cards and individual coat pegs and are introduced to different sounds through the use of Jolly Phonics.

Children's vocabulary is extremely good and they learn new language continually because practitioners introduce it to them through their play. They use the nursery computer confidently and know how to operate remote controlled cars and walkie talkies. Children enjoy opportunities to develop their curiosity and investigative skills. This takes place through planned activities, such as cookery making predictions about how the mixture will change and planting and growing sunflowers learning to take care of them as they watch them grow. The wonderful learning environment enables children to access all their own resources, which really encourages them to explore, use their imagination and extend their own ideas. Children examine objects and mini bugs and enjoy expressing their real and imagined ideas through role-play. However, the presentation of the role-play area and accessibility to resources, such as magnifying glasses, does not particularly attract children to use this equipment and resources in order to enhance their learning through their independent play.

Opportunities for children to be creative and express themselves using a wide range of media, textures and materials are well developed. They have independent access to a wide range of creative materials and benefit from opportunities to use different media both inside and out. Children play with sand and water and use a range of techniques to explore paint. They make models from dough and clay and use their senses playing with pasta, corn flour and jelly. Children express wonderful imagination talking about their models and comparing how things feel. They discuss different sounds a range of musical instruments make and enjoy using these to accompany their singing. Overall, children have a fabulous time whilst at nursery and become confident and autonomous learners. Practitioners skilfully provide each child with effective support and sufficient challenges enabling them each to achieve their individual potential during the time they spend at First Steps.

### **Helping children make a positive contribution**

The provision is good.

Children thrive and are secure and happy because they are highly valued as individuals by practitioners and their peers. They learn to recognise and value their own strengths and those of others and have a very good awareness of similarities and differences between themselves and their peers. For example, children laugh when the practitioner is unable to find her glasses because they know she cannot read the story without them. They discuss how some people have freckles and talk about their families and home life at circle time. Children share

photographs of themselves as babies and members of their family through memory boxes they have been encouraged to make with their parents at home. They use puppets, share books and stories with practitioners and play with resources reflecting positive images of diversity. Children talk about the places they visit on holiday, look at the globe and examine pictures helping to increase their understanding of the wider world. They are introduced to a range of customs, beliefs and traditions through stories and discussions and engage in planned experiences linked to special events and festivals. For example, children make flags, dragons and scones on St. Georges Day, make clay pots at Diwali and taste new food as part of their Chinese New Year celebrations. Consequently, children's spiritual, moral, social and cultural development is fostered.

Children are extremely confident and self assured at nursery. Their behaviour is extremely good because they are fully engrossed and interested in all aspects of the session. Children discuss why it is kind to share and take turns when playing together listening to one another's ideas and suggestions. They co-operate by themselves, without adult support, and know what is expected of them talking confidently about the nursery rules, which are displayed. Practitioners promote and encourage positive behaviour and talk to children about these rules when problems arise. For example, children recognise that it is important they all look after their toys so that they do not get broken and know they must sit nicely on the cushions during circle times so that everyone can see and listen to what is going on. They develop extremely positive relationships with their peers and value one another because practitioners encourage this by promoting a fully inclusive environment where every child is special.

Babies and young children are extremely settled and happy whilst at nursery. They benefit because parents provide written information about their individual routines through secure and effective registration and settling in procedures. These are discussed and implemented helping to ensure consistency and develop their sense of security within the nursery. Secure systems are in place to obtain detailed information about children's individual needs and home and family circumstances through discussion and formal registration procedures. This helps to establish and maintain secure trusting relationships and enables practitioners to fully meet children's individual needs. Parents are extremely well informed about the nursery and receive detailed information, at registration and on a regular basis, through a comprehensive parent pack and newsletters. Practitioners very much recognise and value the benefits of establishing secure links between home and nursery and actively seek to encourage parents to play a full and active role within the group. For example, they are invited to contribute ideas, comments and suggestions for areas for development. The nursery are currently developing the outside learning environment, to include a wildlife area and obstacle course, and parents have been invited to contribute ideas to the development of this.

Partnerships with parents are good, which significantly enhances children's learning. Practitioners provide many ways to help parents recognise the benefits of play and how children learn and develop. For example, detailed information is included in the parent pack relating to the Foundation Stage Curriculum. Photographs are displayed on boards throughout the nursery highlighting the links between the stepping stones and play experiences. Parents receive detailed information about the curriculum through a home link sheet. This outlines the experiences children are to be involved in, relating to the nursery topic, songs they will sing and provides an opportunity for parents to contribute their own ideas and suggestions to curriculum planning. Practitioners include ideas and suggestions for parents to extend children's learning in the home through practical activities, which encourages them to become more involved in their child's development. Children's individual progress and achievements are discussed regularly through planned parent evenings and appointments with practitioners as

well as through informal daily discussion. This ensures parents receive ongoing information about their child's individual progress and how they can help and support this in the home. These excellent links and strong relationships between parents and practitioners have a positive impact on children's learning.

## **Organisation**

The organisation is good.

Children's care and learning is significantly enhanced because management and practitioners work exceptionally well together as a team to promote the ethos and fulfil the vision of First Steps Nursery. Children thrive because they are cared for by suitably qualified and experienced practitioners who show commitment and dedication and fully recognise their role in promoting children's early learning. They provide a wide range of rich exciting experiences where every child is valued and included and provided with opportunities to reach their individual potential. Exceptionally secure systems are in place to ensure effective communication across the whole nursery, which helps children feel settled and self assured. For example, day books are used in each room, to help ensure a smooth handover, and regular staff meetings take place each month. Robust and rigorous procedures are in place for the recruitment, appointment and induction of new staff and a very comprehensive induction programme ensures staff are fully aware of their responsibilities. Systems are in place to ensure the ongoing suitability of those already working in the setting.

The nursery is extremely well organised and all practitioners have a good knowledge and understanding of the policies and procedures. These are implemented in practice to promote children's health, safety and well-being. Practitioners' clear understanding of their roles and responsibilities within the group helps ensure sessions run smoothly and operational issues are addressed. Documentation is well maintained and includes most of the required detail and suitable procedures are in place to ensure confidentiality is maintained. As a result, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The management structure is extremely effective and exceptionally secure systems are in place to support, monitor and evaluate the educational programme. Teaching is rooted in a secure knowledge of the Foundation Stage and high importance is placed on continually monitoring and evaluating the curriculum, learning environment and teaching to assess the impact on children's progress. Children's learning is enhanced because all practitioners have an excellent knowledge of their capabilities and next steps for development and are extremely skilful in their teaching techniques and the way they adapt their questioning. The manager of the nursery oversees all planning and observes informally across sessions, ensuring consistency and good standards of teaching are consistently maintained across the nursery.

Management place high importance on monitoring practitioners and promoting their development. Annual appraisals, and support meetings every three months, help to recognise individual strengths and identify areas for development. Training is actively encouraged and action plans are developed identifying key targets to be worked towards for each practitioner, which are reviewed and updated regularly. Management and practitioners regularly evaluate the nursery recognising the strengths and identifying where they believe areas can be developed, helping to provide a safe and happy environment for children. As a result, every child who attends First Steps Nursery receives a wonderful learning experience where their individual potential is recognised, valued and truly achieved.

## **Improvements since the last inspection**

First inspection

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the procedures to record and evaluate fire drills and visitors to the setting
- update the child protection policy to include contact details for social services and reflect local safeguarding procedures

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the presentation of some resources increasing opportunities for children to explore and investigate, access writing materials and extend their imagined ideas through role-play
- increase opportunities for children to learn about their local environment

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)