

Feversham First Steps

Inspection report for early years provision

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Inspector

Rachel Ayo

Setting address

Feversham College, 158 Cliffe Road, BRADFORD, West
Yorkshire, BD3 0LT

Telephone number

01274559500

Email

administrator@fevershamcollege.com

Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Feversham First Steps was registered in 2011. It is owned by a private limited company and operates from two rooms in a purpose-built facility in the grounds of Feversham College in Undercliffe, Bradford. All children have access to two adjoining secure outdoor play areas. The setting accommodates children from the local and wider communities. The setting is open each weekday from 7.30am to 5.30pm all year round, excluding Bank Holidays and the week between Christmas and New Year.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 39 children under eight years at any one time, all of whom may be in the early years age group. There are currently 25 children aged from eight months to five years on roll. The setting provides early education for three- and four-year-olds and supports children with special educational needs and/or disabilities.

There are six members of staff working with the children, including a volunteer and an apprentice. Four members of staff hold an appropriate early years qualification to at least level 3. Additional staff are employed to undertake domestic tasks. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a setting where staff are highly motivated and inspired through superb leadership and management at all levels. Children's welfare is promoted to an excellent standard and inclusion is at the heart of all the setting does, which results in each child's uniqueness being valued and their individual needs being exceptionally well met. A wealth of activities, coupled with excellent individualised observational assessment, means that children make significant gains in their learning and display high levels of engagement. Coherence in children's care and education is highly supported through first class partnerships with parents and others. Utmost priority is given to continuous improvement through rigorous monitoring and searching analysis of what it done well and what needs to improve. This is reflected in the exemplary progress that has been made since registration where actions have been precisely targeted to have the most significant impact on outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- including anything with which a child may come into contact in the risk assessment, with specific reference to accessible wires and steps

- reviewing hand washing routines, before meals and after children's noses are wiped, as part of the risk assessment, in order to fully minimise the spread of infection.

The effectiveness of leadership and management of the early years provision

Policies and procedures are highly comprehensive in promoting the efficient and safe management of the setting and are regularly reviewed and updated. Children are protected as a result of robust recruitment, vetting and induction of staff, which includes mandatory child protection training. This ensures they fully understand their roles and responsibilities, including what to do in the event of a safeguarding concern. Risk assessments are meticulous in identifying and minimising hazards. However, some cables are not fully inaccessible in the under two's room, and wooden steps outdoors, although few in number, are not risk assessed. Access to the setting is stringently monitored to protect children. Visitors' identification is thoroughly checked and they are firstly required to sign in. CCTV monitors the whole grounds and a visual intercom system allows only authorised persons past the security gate. Coded keypads to the children's rooms provide further effective security measures.

Outcomes for children are clearly attributed to the excellent deployment of resources, and the manager acts as a superb role model through their enthusiasm, motivation and highly effective teaching methods. The processes for managing the performance of staff and their professional development are used exceptionally well, with a significant number of them completing higher level qualifications. Consequently, they contribute ideas and take a lead role in implementing new practices to improve outcomes for children. Children's learning and development is unquestionably facilitated by the first-class organisation of indoor and outdoor space, furniture and resources, which are plentiful and of high quality. They include many natural materials that fully support babies' and children's natural curiosity, exploration and investigation. The setting has highly effective steps in place to ensure sustainability, and because self-evaluation and reflective practice are key features of the continually evolving setting, different aspects are fully considered. For example, recyclable materials are used, staff make their own innovative resources, such as poem, number and mini-beasts booklets, and children help to harvest food.

Adults have an exceptional knowledge and understanding of each child's individual needs as a result of excellent relationships with parents and other professionals. Systems for exchanging information are superb in ensuring children are fully integrated and positive steps are taken to close identified gaps in their achievements. For example, individual care or education plans are implemented effectively, tracking documents are adapted and meetings are held to ensure a coherent approach. The setting is based in a very diverse community and undoubtedly reflects the backgrounds of the families. Parents evenings, daily record books, summary reports and interactive planning sheets are just a few of the extensive systems in place for sharing children's progress and involving parents in their child's learning. Parents' views are highly valued, for example, through

questionnaires, and during the inspection they give exceptionally complimentary comments.

The quality and standards of the early years provision and outcomes for children

Inspiring activities arise from a superb range of topics and planning tools that highly consider children's interests, individual needs and ideas. Staff build on learning progressively and there are comprehensive systems for finding out what children know and can do in conjunction with parents. Systems for monitoring children's progress are rigorous and meticulous, and children develop exceptional habits as active, inquisitive and independent learners. This is fostered by adults' skilful interaction and a highly accessible, rich and vibrant environment, enhanced with excellent displays, signs, photographs and posters, including those at children's eye level.

There are exemplary arrangements for supporting children's personal, social and emotional development and their early language and literacy skills. Excellent settling-in programmes enable staff to build up trusting relationships with children in order to foster a strong sense of security. New babies are giving reassuring cuddles, for example, as they awake from a nap. Toddlers babble and use single words as they excitedly press buttons on interactive resources. They actively explore and clearly enjoy sensory activities, such as water and sand. Children are highly sociable, very well behaved and communicate confidently as they negotiate and share ideas. Alongside diversity being portrayed positively in the setting, children learn to value the similarities and differences between themselves and others through many celebrations.

Role play resources, books and posters help children learn exceptionally well about dangers, such as road safety and keeping safe, and staff help them to manage risks by reminding them to be careful as they negotiate the slope outdoors using wheeled toys. Children develop a superb knowledge and understanding of the world as they access the eco lodge in the college grounds, where they look for creatures in the pond with nets and trays. They show delight and intrigue as they catch tiny snails and are encouraged to count how many there are. Children excitedly show visitors their caterpillars and readily talk about the life cycle. There are outstanding opportunities for children to use their imagination and express their own ideas through superb arts and craft facilities and role play, for example, where staff create different areas imitating a home setting.

Children's all-round health is promoted effectively. Meals and snacks are catered for by the college chef, who ensures that nutritional guidelines are followed. The menu incorporates freshly cooked food and ideas from children about their likes and dislikes. Children learn about making healthy choices through food tasting sessions, snack preparation and growing fruit. Drinks are offered at regular intervals and children over two years can readily access water outdoors to manage their own hydration. Staff model and encourage good hygiene routines in most aspects through displays, role play and teeth brushing after lunch. However, inconsistent hand washing routines after staff wipe noses and before children eat

mean that cross-infection is not fully minimised. Children over two years have excellent outdoor play opportunities through free-flow access to the garden ,and younger children are taken out daily. The exciting area undoubtedly fosters children's sense of adventure and imagination as it is enhanced with an excellent array of open-ended natural resources.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met