

# Feversham First Steps

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



<b>Inspection date</b>	4 April 2016
Previous inspection date	9 May 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff observe and assess children's abilities and strengths and provide them with interesting activities to meet their individual developmental needs, both indoors and outdoors.
- Children are provided with constant praise and encouragement and are reminded about expectations of behaviour. All staff show kindness and respect and value children's views and opinions. They support children to work together and to share and take turns.
- Staff develop close links with local schools and other early years professionals. This helps them to provide consistent support for children's development and prepare them for their next stage in learning.
- Young children's communication and language development is supported effectively as staff engage in constant discussion, introduce new vocabulary and model language during their activities.
- Stimulating activities and resources, along with high-quality teaching practice, support children to become motivated learners.

### It is not yet outstanding because:

- Strategies to drive the quality of staff practice to a higher level are not yet fully effective.
- The sharing of information about children's ongoing development with parents is not fully embedded.
- Staff do not fully seek detailed initial information from parents about children's starting points on entry, in order to obtain a more precise picture of their learning and development.

## What the setting needs to do to improve further

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

- focus more precisely on the methods used to evaluate staff performance and drive the quality of teaching in the pre-school to an even higher level
- provide even more information for all parents about how they can support their children's learning at home
- seek more detailed information from parents about children's learning and development abilities on entry.

### Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector engaged in discussions with the staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery manager and registered individuals of the nursery.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- 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 records of children's learning and development and a range of documentation, including policies, evidence of the suitability of staff working in the nursery and the nursery's self-evaluation.
- The inspector carried out a joint observation with the manager.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are clear about procedures to be followed to report any safeguarding concerns they may have. A range of policies and procedures is implemented and staff identify any risks to ensure the environment, resources and equipment are safe for children. The management team has a good understanding of the strengths and weaknesses of the setting. Overall, they offer staff regular supervisions and evaluate the provision to put plans into place to improve the outcomes for children. There are good systems in place for recruitment. Staff induction and vetting procedures are robust to help ensure children are cared for by suitably trained, experienced and qualified staff.

### Quality of teaching, learning and assessment is good

Staff are well qualified and the quality of teaching enhances children's knowledge. This helps them to make good progress in their learning. Older children learn about letters and sounds and mathematical concepts, such as, shapes, size, colour and number. For example, as children play in the water staff encourage them to count as they search for different coloured bricks. Staff follow children's individual needs and interests. For example, some children are interested in mini-beasts, which leads to a small group of children searching for worms and snails in the outdoor environment. This helps to promote children's understanding of the world as they explore the environment and discuss the types of creatures they find. Staff make good use of challenging questioning to encourage children to be active learners, who think critically. Systems are in place for tracking children's progress, which ensures that gaps in their learning are identified and addressed quickly. Successful planning includes opportunities for child-initiated activities, which are enhanced by focused and adult-led activities. Children use a variety of different home languages and staff work closely with parents to support them.

### Personal development, behaviour and welfare are good

Staff sit with children during mealtimes and help to promote their independence and good social skills. Children's good health is supported and snacks are varied and nutritious. There are opportunities throughout the day where children are encouraged to engage in physical activity. Staff prepare children to ensure they are emotionally ready for changes and movements through the nursery. They provide short visits until they feel secure to move. Staff promote equality and diversity well and children enjoy activities based around cultural festivals.

### Outcomes for children are good

Children make good progress in their learning and development and are settled and happy. They initiate their own play as they select their own resources and show good control and coordination as they move confidently around the nursery. Children become confident, independent learners and develop good social skills as they learn how to play cooperatively with other children. They are well prepared for the move to school.

## Setting details

<b>Unique reference number</b>	EY432099
<b>Local authority</b>	Bradford
<b>Inspection number</b>	850211
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Feversham First Steps Limited
<b>Date of previous inspection</b>	9 May 2012
<b>Telephone number</b>	01274 559524

Feversham First Steps was registered in 2011. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications, including the nursery manager with Early Years Professional status and a member of the staff team with Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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