

# Feversham First Steps

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



<b>Inspection date</b>	11 July 2019
Previous inspection date	7 January 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

- The acting manager has provided strong leadership since the last inspection to address the issues raised. She has been extremely well supported by the nursery's directors. She has created a strong and well-qualified team of staff who have a clear sense of purpose and a shared ambition. The newly appointed experienced manager is already building further on these positive developments.
- Staff accurately assess children's progress and plan engaging activities to encourage their good achievement in all aspects of their learning. The staff carefully consider the progress of all groups of children to make sure that any gaps in learning are promptly addressed. They make good use of additional funding to address any delays in children's learning.
- Staff work well with other professionals, such as inclusion services and speech and language staff, to help children with special educational needs achieve their best. They prepare all children well for the next stage in their education.
- The nursery staff provide a broad and exciting curriculum. They enrich children's experiences through the well-planned outdoor areas. For example, children extend their vocabulary when they 'squeeze' out their cloths to wash their trikes and other vehicles and make them 'shine'.
- Staff form strong partnerships with children's parents and carers. They provide regular information on children's progress and provide guidance and support for children's learning at home. Parents typically comment on the warmth, commitment and perseverance of the staff.
- Although staff interact well with children overall, they do not consistently encourage them to think deeply and extend their own learning.
- Procedures to evaluate all aspects of the quality of provision are increasingly robust. However, they are not yet fully embedded in order to raise standards even further.

## What the setting needs to do to improve further

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

- strengthen staff's interactions with children to more consistently help children to think more deeply about their learning
- build on and fully embed the rigorous procedures to evaluate and improve the quality of provision in order to further raise standards.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

#### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a very clear understanding of the steps to follow if they have a concern about a child's safety. The designated safeguarding lead ensures that staff's knowledge and understanding of child protection procedures is constantly refreshed through, for example, regular training and frequent staff meetings. There are rigorous systems to check that all staff are suitable to work with children. The procedures to supervise and strengthen staff's teaching skills are positive. The management team makes regular observations of staff's teaching as a basis for their further development. Staff's opinions are valued and they are provided with good opportunities to access training and support. This has contributed to staff stability and a positive ethos after a period of several significant staff changes. The manager makes effective use of analysis of children's achievements to ensure that all groups of learners achieve well.

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

Staff have high expectations overall and a thorough understanding of the needs of the babies and children in their care. Staff work closely with parents to help children get off to a strong start from their individual starting points. Babies are encouraged to develop their awareness of others and to explore the world around them. For example, they enjoy climbing, crawling and exploring the well-planned outdoor area. Staff bring learning to life through well-planned activities and attractive resources. For example, children mix their own dough to play with or handle sludgy, icy substances and talk about their experiences. The curriculum is planned effectively to systematically build on children's experiences and interests to reach carefully considered goals. For example, children learn to manipulate different small objects and painting and drawing implements as they develop their ability to hold a pencil and start to form letters and numbers.

### Personal development, behaviour and welfare are good

Children develop a very positive relationship with staff from the start of their time in the nursery. They develop their trust and confidence in a range of play situations and with people outside the immediate family. For example, staff help children extend their social skills through activities played with different age groups in the challenging outdoor areas. Staff encourage children to establish good health and hygiene awareness. For example, they encourage children to regularly keep their environment tidy and to regularly wash their hands. Babies and children eat healthy and well-prepared meals in social and friendly groups. Staff help children to express their opinions and make decisions for themselves. Children develop a sense of empathy and responsibility when, for example, they care for the nursery chickens and other pets.

### Outcomes for children are good

All groups of children achieve well. The nursery forms good links with other settings children attend and supports their smooth transition to school. Children develop curiosity and a keenness to learn. They show good levels of independence. For example, children spend a long period of time creating imaginative role play. Children are well prepared for the next steps in their education, including starting school.

## Setting details

<b>Unique reference number</b>	EY432099
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10093364
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Feversham First Steps Limited
<b>Registered person unique reference number</b>	RP902516
<b>Date of previous inspection</b>	7 January 2019
<b>Telephone number</b>	01274 559524

Feversham First Steps registered in 2011. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. One member of staff holds qualified teacher status and another holds a degree in early years. 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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