

# First Steps Nursery (New Mills) Ltd



First Steps Nursery, 1 Hibbert Street, New Mills, HIGH PEAK, Derbyshire, SK22 3JJ

<b>Inspection date</b>	13 April 2015
Previous inspection date	30 August 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff ensure there is a range of fun activities each day which promote children's learning across the seven areas. The variety of equipment and resources offered maintains children's interest and provides appropriate levels of challenge.
- The management and staff are committed to safeguarding children. They fully understand their roles and responsibilities and the procedures to follow should they have any concerns. This effectively contributes to children's well-being.
- The forest school environment, where older children undertake activities in the woodland, supports all aspects of their learning. The opportunities this provides help children to grow in confidence and develop their curiosity.
- The management team have a good understanding of the requirements for the Early Years Foundation Stage and use support from local advisers to improve continually. As a result, the provision operates safely and meets children's needs effectively.
- Children behave well. They fully understand routines and what is expected of them. They use good manners and they cooperate and work together with friends to achieve tasks.

### It is not yet outstanding because:

- Staff do not always have the opportunity to observe and evaluate each other's practice, to enable them to share their good teaching skills and identify any areas for development.
- Opportunities for older children to demonstrate a high level of independence, as they engage in a range of activities, are not fully maximised.

## What the setting needs to do to improve further

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

- extend opportunities for staff to observe and evaluate each other's practice, to enable them to benefit from each other's skills and identify any areas for their professional development
- strengthen further the opportunities for older children to increase their independence and self-help skills, for example, by encouraging them to prepare activities, lay tables at mealtimes and share out resources, such as cups, napkins and plates.

### Inspection activities

- The inspector reviewed evidence of the suitability checks and qualifications for staff working with the children.
- The inspector took account of the nursery's self-evaluation and improvement plan.
- The inspector observed activities in the main playrooms and outside play areas.
- The inspector held meetings with the manager of the setting and undertook two joint observations with her.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation, as well as a selection of policies and children's records.

### Inspector

Janet Weston

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff working with the children are knowledgeable about the way children learn. Planning, observation and assessment work well to support children's good progress. As a result, the impact of teaching is good. However, opportunities for staff to be able to model and share good practice, in order to further enhance teaching and learning, are not fully maximised. Staff working with the older children are skilful in the way they question and challenge their thinking. During play, staff ask children 'What do you think might happen?' Children's mathematical development is progressing well as staff talk to them about why boats sink when filled with water. This helps children to learn about volume and capacity. Children's communication and language skills are fostered well and staff introduce new vocabulary as children play. As a result, children develop the skills they will need for their move to school. Children with special educational needs and/or disabilities are very well supported as staff work closely with parents and outside agencies.

### **The contribution of the early years provision to the well-being of children is good**

Children are emotionally secure and staff are quick to attend to children's care needs. Effective partnerships with parents, other settings and school help to maintain continuity for children at home, at nursery and on into school. Children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health. Children are encouraged to be independent, for example, as they put on their own coats and manage their own personal care needs, where appropriate. However, children have fewer opportunities to increase their independence even further. Safety within the nursery is given good consideration and effective steps are taken to minimise risks to children. Staff are very positive role models and speak to children respectfully. Children listen attentively to instructions and are reminded to share toys with younger children. Children receive positive support and praise for their achievements.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager has a good understanding of the safeguarding and welfare requirements. Recruitment procedures are robust. As a result, the manager has recruited and retained a staff team who are experienced and qualified. Systems for evaluating what is working well and what needs to improve are robust. Children have individual trackers that clearly identify the progress they are making. This system enables staff to identify any gaps in children's learning and to enhance provision to close these gaps quickly. For example, management recognised that mathematical development was an area across the whole nursery where children were not making the best possible progress. Therefore, there is now a clear focus on mathematics throughout activities, to ensure this area of learning is better supported. The manager completes staff supervisions, in order to monitor the quality of teaching and support staff's professional development. Staff attend training courses, such as Makaton sign language, so that they can support children even more effectively.

## Setting details

<b>Unique reference number</b>	EY346962
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	863147
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	68
<b>Number of children on roll</b>	62
<b>Name of provider</b>	First Steps Nursery (New Mills) Ltd
<b>Date of previous inspection</b>	30 August 2011
<b>Telephone number</b>	01663 745 000

First Steps Nursery (New Mills) Ltd was registered in 2007. The nursery is open each weekday, from 7.45am until 6pm, for 51 weeks a year. It employs 18 members of staff. Of these, one has Early Years Professional status, one holds Qualified Teacher Status, one holds a qualification at level 6, 10 hold level 3 and two hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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