

# First Steps

129 Medway, Great Lumley, CHESTER LE STREET, County Durham, DH3 4HU



## Inspection date

29 May 2015

Previous inspection date

7 December 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

- The quality of teaching is good. Staff provide a broad range of purposeful and well-planned activities, which support children to make good progress in their learning.
- Staff have established close and effective working relationships with parents, supporting continuity in children's care and learning.
- Staff are friendly, caring and supportive. As a result, children are happy, behave well and are confident learners.
- Staff promote good hygiene routines, and children understand the need to keep clean and enjoy healthy food and drink.
- The play areas, both inside and outside, are well organised, clean and secure. This means that children can explore their surroundings freely and in safety.
- Staff are well trained in safeguarding and child protection issues. They have a good understanding of their roles and responsibilities in keeping children safe from harm.
- Staff liaise effectively with other professionals, enabling children with special educational needs and/or disabilities to be well supported.

### It is not yet outstanding because:

- Staff do not always reflect fully on the purpose and potential learning opportunities of everyday routines, such as snack times and lunchtimes.
- There are few reference materials available, both indoors and outside, to promote children's love of the natural world and extend their exploratory play.

## What the setting needs to do to improve further

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

- improve the organisation of routines, such as snack times and lunchtimes, to focus more precisely on promoting children's use of language, and strengthening their wider knowledge of the world
- provide a wider variety of good quality literature, such as reference books and relevant story books, to support children's curiosity about the natural world and enhance their exploratory play.

### Inspection activities

- The inspector observed activities in the pre-school playroom, during snack time, lunchtime and during outdoor play.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, and spoke to staff and children throughout the inspection, when appropriate.
- The inspector viewed documentation, including children's assessments, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Lois Wiseman

## Inspection findings

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

The well-qualified staff offer purposeful and developmentally appropriate activities, promoting children's learning and development across all areas of learning. Staff build on children's known interests, and all children make good progress relative to their starting points. The environment is welcoming and appealing, and children can access resources easily and independently. Young children delight in watching a snail come out of its shell, and older children laugh together as they paint chalkboards with water. Staff talk to children in a calm and reassuring way. Children listen attentively when staff share stories and respond well to different questions. However, there are few reference materials available to support children as they hold and examine the snails, and wonder about what they eat. Assessments are detailed and accurate, as children's learning journals provide a documented account of the activities and experiences offered. Parents are valued as equal partners, sharing the care and achievements of their children.

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

Staff know their children well and are skilful in supporting their well-being. This means that children feel secure and form strong attachments with their peers and other adults. Staff offer a very flexible settling-in process, meeting the needs of all children and their families. Detailed health and safety checks are carried out daily. Consistent care routines help children to learn about healthy living, and to develop self-help skills. Children enjoy physical play outside and manage their own risks. Staff offer healthy, nutritious, home-cooked food, promoting children's good physical well-being. However, learning opportunities are sometimes missed during mealtimes, such as talking about where the food comes from or how it is produced. Staff are effective role models and promote good manners consistently. Staff manage behaviour well, helping children to feel confident and learn about acceptable boundaries. As a result, children develop positive attitudes and basic skills, ready for their next stage in learning.

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

Staff have a detailed understanding of the safeguarding and welfare requirements, and review risks regularly. This helps to keep children safe and secure. Robust recruitment and induction procedures are in place, and regular supervision meetings mean that staff are managed well. Managers monitor the quality of the provision, tracking children's progress fully. Staff discuss and reflect on their practice, using parents' comments and feedback to improve the provision. Staff value training and ongoing professional development, and use any knowledge gained to extend children's learning experiences even further. The dedicated staff use agreed targets to drive improvement forward and raise the outcomes for all children. Parents are very complimentary about the nursery and say that their children have become active learners.

## Setting details

<b>Unique reference number</b>	EY415762
<b>Local authority</b>	Durham
<b>Inspection number</b>	851653
<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>	33
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Alison Crossling
<b>Date of previous inspection</b>	7 December 2011
<b>Telephone number</b>	07594 371849

First Steps was registered in 2010. The nursery employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, and four at level 3. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm, including a breakfast provision, wrap-around care and after-school care. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care for children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

