

# 1st Steps Day Nursery Ltd

London Borough Of Barking And Dagenham, Wantz Library, Dagenham, RM10 7DX



## Inspection date

8 December 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team work closely with practitioners and parents to ensure the provision allows each child to flourish. Leaders have high expectations of practitioners and encourage open discussions to review their practice and identify what needs to improve. This reflection of practice means activities meet the needs of children.
- The atmosphere in the setting is calm. All children engage well in meaningful and challenging activities. Children's independence is well promoted. They freely explore their surroundings and learn through fun and exciting experiences.
- Children form very positive relationships with practitioners. This is especially evident for children with additional and more challenging needs. Practitioners know the children very well and know when to intervene to avoid difficult behaviour escalating.
- Leaders have good transitional plans in place to help prepare for children's next steps in their learning, including the move on to school. The nursery has good links with local primary schools. Practitioners share relevant information about children and this helps parents and children to settle well at school.

### It is not yet outstanding because:

- Older children are not always provided with enough challenging activities, especially for those who present as eager to do more.

## What the setting needs to do to improve further

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

- fully consider the needs of older children to ensure they are provided with sufficient challenge to help them make the best possible progress.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning. Although the inclement weather prevented outdoor activities on the day of the inspection, the inspector observed an activity planned for outside that took place in a large area inside the setting.
- The inspector talked to all practitioners about how they plan, monitor and support children's learning and how they assess the effectiveness of these plans.
- The inspector conducted a joint observation with the manager.
- The inspector talked with a number of parents and took account of their views.
- The inspector spoke directly with children and asked them what they enjoyed doing at their nursery.
- The inspector reviewed a range of documentation, including records to show children's progress and practitioners' files, including their suitability checks.
- The inspector held a meeting with the managers and provided feedback to both managers and the local authority early years advisor.

### Inspector

Alex Magloire

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers have ambitious plans and share a real sense of direction for the continuous improvement of the setting. They inspire practitioners to meet the needs of each individual child. Both leaders have a good understanding of the Early Years Foundation Stage and their safeguarding practice is effective. They look reflectively at practice and create imaginative solutions for improvement. Practitioners are able to see and replicate good practice in the setting by the model set by the leaders. Parents are welcomed into the setting and value regularly opportunities to find out how their child is progressing. Leaders support practitioners to provide a full and interesting curriculum. They are starting to expand their planning to include individual plans for children who may have identified needs.

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

Children arrive at the setting eager to begin their day. A wide variety of planned, themed activities are set out before their arrival. Children develop their confidence and independence by choosing activities to create and explore. Practitioners carry out accurate and regular assessments on all children. This process begins in partnership with parents when children first start at nursery. An electronic recording system is accessed daily and parents are encouraged to make comments on their child's progress. Practitioners allow the spontaneous interests of children to grow. For example, during the reading of a favourite bear hunt story, children and practitioners design an indoor 'hunt' using materials from around the nursery. This makes the familiar book come alive and help reinforce the weekly theme of 'over', 'under' and 'through'. The activity allows practitioners to effectively extend children's language, communication and spatial awareness.

### Personal development, behaviour and welfare are outstanding

All children are encouraged to take risks in a warm environment where excellent relationships are fostered. Practitioners are highly skilled in recognising the emotional needs of children. This supports an excellent transition to nursery from home. Children play extremely well together. Younger children follow the good examples modelled by some of their older friends. The nursery operates an effective key worker system. All children say goodbye to their parents and quickly become immersed in the day's activities. Children, particularly those who have additional needs are extremely well supported. Practitioners notice when children begin to disengage in activities, such as whole group times. They successfully and gently encourage participation or suggest alternative play to minimise disruption to others and make the most of all children's learning.

### Outcomes for children are good

Practitioners meet weekly to discuss plans for the following week and review the progress of individual children. All practitioners complete observations on their key children and link these to what needs to happen next. Children make good progress in their learning and gain the skills they need to be ready to move on, including the move to Reception class. Leaders intend to develop the system to look at groups of children, such as provision for children with special educational needs to ensure that development plans are clear.

## Setting details

<b>Unique reference number</b>	EY493506
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1033672
<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 - 11
<b>Total number of places</b>	64
<b>Number of children on roll</b>	14
<b>Name of provider</b>	1st Steps Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07939949438

First Steps Day Nursery registered in 2015. It is situated in Dagenham and is open all-year round from 7.30am to 6.30pm. Four practitioners work with the children of whom all hold suitable childcare qualifications. The nursery receives funding for the provision of free early education for children aged three and four years old and eligible two-year olds. The nursery also operates out of school provision and has a walking bus both to and from local schools before and after school. The nursery also provides extended provision in the school holidays. The nursery is part of the Eastbrook Community that has a wide variety of activities for local families.

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