

# First Steps with Surestart

East March Childrens Centre, 203-215 Victor Street, GRIMSBY, North East  
Lincolnshire, DN32 7QB



<b>Inspection date</b>	23 March 2016
Previous inspection date	19 October 2010

<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
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 speak clearly to the babies and young children, using gestures and actions to assist their understanding. This supports children's developing communication skills and prepares them well for later learning, such as school.
- Staff place a strong emphasis on promoting children's personal, social and emotional development. This helps the children to settle quickly and to feel secure.
- Children learn about healthy lifestyles. Staff provide nutritious food and promote children's physical skills to support their physical development.
- Partnerships with parents and other professionals are well established. This means that children receive a good level of support in their care and learning right from the start.
- The manager demonstrates an excellent knowledge and understanding of safeguarding procedures. Children's safety is a priority and staff consistently follow the nursery's robust procedures to keep children safe at all times.
- The manager is a strong leader who strives to improve the service the nursery offers to children and their families. She considers the views of staff and parents when evaluating the effectiveness of the nursery and planning for the future.

### It is not yet outstanding because:

- Some activities to support children's next steps in learning are not planned meticulously enough to build on children's existing skills so that they can make rapid progress.
- Although the manager has identified that the monitoring of the quality of teaching is not robust enough, new systems in place to address this need more time to become fully effective.

## What the setting needs to do to improve further

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

- review planning so that activities offered to children are more specific and focus on individual learning needs and abilities to support more rapid progress in learning
- develop the new systems for monitoring and supporting staff practice to focus on raising the good quality of teaching to a consistently higher level.

### 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 completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager and co-provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection, looked at written feedback on the service the nursery provides and took account of their views.

### Inspector

Kathy Kilner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager has recently introduced an online programme so parents have up-to-date information about their child's learning and development. She has ensured that secure systems keep children's information safe. Parents are invited to add their comments and can continue to use this when their child moves to the company's sister nursery. This supports staff and parents to manage the move to the children's next stage in learning well. The staff team is well qualified but many are new, so the manager is sharing their strengths and expertise to move practice to a higher level. The manager effectively monitors individual children's progress and looks at the progress of different groups. This ensures that any gaps in learning are quickly identified and closed. The manager has ambitious targets in place to improve practice and outcomes for children.

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

The children at this warm and inviting nursery are babies and young toddlers. Staff recognise that communication, social skills and physical development are the building blocks for their development. Babies sit with their key person at welcome time and smile and wave when they hear their name. Older children play with dinosaurs and say they have found a baby one. Staff extend this to finding a big dinosaur. Staff continue to support the play. They ask where the dinosaur has gone when the children hide it. This imaginative play leads children to talk about a sleeping dinosaur. Children are motivated and excited by their learning and enthusiastically say, 'Again, sleep, again'. Staff observe and assess play and identify children's next steps in learning. Children choose a song at welcome time that involves counting. Staff know this is a next step in learning so they use their fingers to model the number of animals and the children successfully copy. This supports early mathematical development.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and secure as they move independently around the nursery. Behaviour is very good because children are taught how to deal with conflict. Babies are very settled and snuggle into their key person when they first wake up from their nap. Children learn how to take risks with the support of their key person. Staff set up a balancing beam and children ask for support until they know how to manage it safely on their own. Children are encouraged to be independent. They wash their hands and wipe their faces after snack. Children are very settled and concentrate hard.

### Outcomes for children are good

Children are working within the expected range of development for their age. They gain many skills needed for the next stage in their learning. Staff use a wide range of strategies to support communication. This gives all children, including those who speak English as an additional language, the opportunity to communicate effectively. Children's self-esteem is high. They are supported to take photographs of their work. Children develop their imagination and creativity as they dance to music, use paint and glue to make pictures and make marks in the sand and on the chalk boards.

## Setting details

<b>Unique reference number</b>	EY289847
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	1042362
<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 - 2
<b>Total number of places</b>	21
<b>Number of children on roll</b>	28
<b>Name of provider</b>	First Steps Grimsby Limited
<b>Date of previous inspection</b>	19 October 2010
<b>Telephone number</b>	01472 268118

First Steps with Surestart was registered in 2004. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery supports disabled children and those with special educational needs. It also supports children who speak English as an additional language.

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