

First Steps Day Care (Stokesley) Ltd

Unit 7, Roseberry Court, Middlesbrough, North Yorkshire, TS9 5QT



Inspection date

8 September 2016

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are very confident and motivated to learn. They engage in a wide range of activities and thoroughly enjoy their time at the setting. Children make choices in their play and are developing good independence skills.
- All staff are fully committed to supporting children to reach their potential. They create a stimulating environment for all children to learn in. In addition, staff create strong attachments with children, making them feel safe and secure as they explore.
- The two managers are good leaders. They have a clear vision to continuously improve the setting and service they provide. Priorities for improvement are shared with staff and there is a strong ethos of teamwork and cooperation between staff members.
- All staff are aware of their roles and responsibilities. They attend regular training courses to keep themselves updated of new legislation and good practice.

It is not yet outstanding because:

- On occasions, some areas where staff can improve their good quality teaching even further, are not always quickly identified.
- Not all parents are made aware of who their child's key person is when children move between rooms.

What the setting needs to do to improve further

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

- evaluate staff practice more regularly and develop their good quality of teaching even further as part of the process of raising the standard of provision to the next level
- ensure parents are aware of who their child's key person is during periods of transition.

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 a joint observation with one of the setting's managers.
- The inspector held a meeting with the setting managers. She looked at relevant documentation, such as the setting's self-evaluation documents, policies, procedures, development plans and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are recruited safely. There is a clear recruitment and induction procedure and staff fully understand the behaviour expected of them. They are vigilant and supervise children well. Staff understand how to report any concerns they have regarding children's welfare. Safeguarding children is a high priority for all staff, who update their knowledge and understanding both through training courses and at staff meetings. Parents are very happy with the service provided. Their views are gathered during daily conversations and through regular parent questionnaires. Staff take their views seriously and coupled with clear development plans, they have achievable plans for continuous improvement. Partnerships with other professionals are also firmly in place. Advice from the local authority advisers is implemented in practice and relationships have been built with the local school and other early years settings.

Quality of teaching, learning and assessment is good

Staff are well qualified and good teachers. They plan challenging activities for children and take into account children's interests. Children are allowed to explore and take time to learn new skills and vocabulary. In the outdoor mud kitchen, mathematical language is used to teach children about textures and the position of equipment. They count during routines and confidently hold conversations with their friends and staff. All children are making good progress from their starting points. They are regularly assessed and learning is shared with parents. Staff monitor the progress of groups of children and government funding is spent wisely, in order to close any emerging gaps in learning.

Personal development, behaviour and welfare are good

Children are very settled and arrive ready to play and learn. They wave to their parents as they leave and immediately engage with staff and their friends. Strong friendships are in place and children are pleased to see each other. Children invite each other into their games, developing positive social skills. Staff liaise with parents when children arrive, in order to understand each child's care needs and any changes to their routine. Staff are quick to meet children's individual care needs, and are sensitive and reassuring at all times. Children's welfare is paramount. Staff ensure all children access the outdoors daily to develop their physical skills and have fresh air. Opportunities to move in different ways and climb are provided. Children are learning how to move their bodies and take small risks in their play. They are learning about healthy eating and staff provide a balanced menu throughout the day. Children help themselves to water when they are thirsty and take responsibility to clear away their cups. All children are respected and their traditions and cultures embraced. Staff ensure they get to know each child and family well.

Outcomes for children are good

Children are prepared very well for school. They listen well and understand the behaviour expected of them. They cooperate during play, take turns and share. Children take care of their own hygiene routine and make decisions in their play. They have ideas and are confident to share their experiences and thoughts.

Setting details

Unique reference number	EY494629
Local authority	North Yorkshire
Inspection number	1029516
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	61
Number of children on roll	50
Name of registered person	First Steps Day Care (Stokesley) Ltd
Registered person unique reference number	RP534971
Date of previous inspection	Not applicable
Telephone number	01642956966

First Steps Day Care (Stokesley) Ltd was registered in 2015. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one member of staff with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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