

First Footsteps (Leyland)

53 Fox Lane, Leyland, Lancashire, PR25 1HA



Inspection date

5 January 2017

Previous inspection date

6 June 2013

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The manager effectively leads a highly motivated staff team which shares an uncompromising commitment towards achieving excellence in all areas.
- Arrangements for the induction, supervision and monitoring of staff practice are extremely effective. A robust system is in place to precisely match staff training to their individual needs and the priorities of the setting. This leads to an extremely high level of consistency in practice.
- Superb processes are in place for assessing and monitoring the progress that children make. Staff have an astute focus on identifying any gaps in learning. Highly effective strategies engage staff, parents and external agencies in supporting children's sustained progress. Where support is most effective, children make extremely rapid progress.
- Children build strong foundations for their future learning. Staff consistently strive to enhance children's communication and language, social and emotional skills and physical development.
- Staff have a comprehensive approach to engaging with parents throughout a child's time at the nursery. Children's emotional well-being is prioritised at times of change and parents contribute to a shared approach. Relationships with parents are highly successful and have a very positive impact on children's learning.
- The manager is exceptionally supportive of families. Sensitive adjustments are made to cater for children's continuity of care where a significant need is identified.
- Staff know children extremely well. They plan a rich and challenging range of activities that is sharply focused on children's individual needs and interests.
- Children's behaviour is excellent for their ages. The atmosphere is calm and staff clearly communicate their expectations that children understand.

What the setting needs to do to improve further

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

- enhance the range of excellent experiences even further for children who prefer to learn outdoors.

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 jointly observed an activity with the manager.
- The inspector held a meeting with the manager and provider and reviewed the nursery's self-evaluation.
- The manager looked at relevant documentation, such evidence of the suitability of staff working in the nursery.
- The inspector spoke to some children and parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Children's welfare underpins everything that staff do. All staff are secure in their knowledge of what action to take should they have a concern. The manager keeps up to date with local authority procedures to help keep children safe. Staff and parents are regularly informed about safeguarding practices. Children's attendance is meticulously monitored alongside external agencies where necessary. Clear expectations are communicated with parents to help support children's well-being and rapid progress. Self-evaluation is highly inclusive and helps to steer continuous improvement. The manager consistently seeks, evaluates and acts on the views of parents, staff, the local authority and children. Plans are in place to enhance the outdoor environment even further and extend the quality of experiences for children.

Quality of teaching, learning and assessment is outstanding

Children are extremely motivated and fully engaged in their play and learning. For example, babies show high levels of curiosity when exploring melting ice with their hands and tongues. Toddlers concentrate and use their excellent developing physical skills to manipulate dough while making pretend birthday cakes. Staff guide them to count the candles accurately. Pre-school children make meaningful marks, showing great pride in displaying their colourful creations and name-writing skills. Staff consistently have very high expectations for all children according to their ages and stages of development. They use what they know about each child to precisely extend their learning. For example, they use a variety of questions that challenge children to think for themselves.

Personal development, behaviour and welfare are outstanding

Children display extremely high levels of confidence, self-esteem and emotional security. Staff are sensitive and caring and ensure that children's physical and emotional needs are met at the highest level. Children's health and well-being are exceptionally well supported. Staff help children to understand about healthy lifestyles and they promote the continuation of healthy practices at home. They help children to understand about things that may cause them harm, such as sharp knives. Children are excited to speak with the cook about food choices. They enjoy playing with real vegetables in their role play. Staff give children a wealth of opportunities to develop the motivation to do things for themselves. Children are taught to manage care tasks independently, such as blowing their noses.

Outcomes for children are outstanding

Children become highly confident and develop a real thirst for learning. New children, including babies, settle quickly. The progress that boys make has particularly improved. Boys are very well supported by well-trained staff who know how to focus their fascinations. Children who also attend other settings benefit from regular two-way communication to ensure that their learning is continuous. Children in receipt of funding for two-year-olds or the early years pupil premium are exceptionally well supported. For those children whose starting points are lower, assessment shows they are making very good progress with gaps in attainment closing rapidly.

Setting details

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| Unique reference number | EY257949 |
| Local authority | Lancashire |
| Inspection number | 1064420 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 72 |
| Number of children on roll | 69 |
| Name of registered person | First Footsteps Ltd |
| Registered person unique reference number | RP521263 |
| Date of previous inspection | 6 June 2013 |
| Telephone number | 01772 454640 |

First Footsteps (Leyland) was registered in 2003. The nursery employs 14 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round, apart from bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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