

# First Steps Nursery

246 Cranes Park Road, Sheldon, Birmingham, B26 3SU



## Inspection date

19 January 2017

Previous inspection date

13 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Teaching is very good. Staff use a range of effective teaching strategies to meet children's individual learning styles. They gather information about children's interests and attainment when they start at the setting and plan activities, experiences and the environment to help children's next steps in learning.
- The well qualified and experienced staff have an expert knowledge and understanding of the needs of the children attending. All children make good progress because staff provide well planned and stimulating activities for children based on the next steps in their learning. This helps to support them to gain the skills they require for their later move to school.
- Partnership working with parents is highly effective. Parents speak very positively of the setting and are fully involved in their children's learning. Staff give parents clear guidance as to how to support children's learning and provide key next steps for parents to work on with their children at home.
- Children's behaviour is excellent. Staff are very good role models who have high expectations of all children in their care. Children are well supported to develop consideration and empathy for others, build strong friendships, share, take turns and play cooperatively.

### It is not yet outstanding because:

- Staff do not always give older children sufficient time to think through and answer questions independently.
- The current arrangements for professional development do not always provide opportunities for staff to consider how they can raise teaching to the highest level.

## What the setting needs to do to improve further

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

- create more opportunities for older children to develop their thinking skills and express their ideas
- build on the current arrangements of professional development to provide more opportunities for staff to raise the quality of teaching even further.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development and progress. She spoke to staff and children at appropriate times.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector reviewed relevant documentation, including evidence of the suitability of members and staff, relevant training certificates and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to on the day.
- The inspector held a meeting with the provider and manager and discussed the nursery's action plans.

### Inspector

Jennifer Turner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff keep their child protection knowledge up to date. They know the procedures to follow if they have any concerns about a child's welfare. The management team implements secure recruitment and induction procedures to help ensure the continued suitability of staff. Staff monitor and track children's progress to identify any gaps in learning and arrange interventions to help close them. Overall, managers support staff well. For example, managers carry out regular one-to-one supervisions, hold team meetings and observe teaching. Managers and staff have developed good links with other providers, such as local schools, to help support continuity in children's care.

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

Staff carry out regular observations and assessments of children's progress. Staff support young children to develop their communication and language skills well. For example, they introduce new words to younger children, such as, soft, squidgy, full and empty. Staff teach early reading and writing skills well. Younger children delight as they explore and experiment with making marks in foam and jelly. Staff support children's imaginative skills well. For example, children dress up in costumes and masks as they follow a fairy-tale theme. Children listen to favourite stories closely and confidently join in with repeated phrases. Pre-school children learn to recognise letter sounds and write familiar letters, demonstrating their emerging literacy skills. Children's creativity is enhanced as they paint their favourite fairy-tale characters in great detail. Young children manipulate dough and use rollers, shape cutters and plastic knives to cut and mould their creations.

### Personal development, behaviour and welfare are good

Children are happy and settled in the nursery. They form secure attachments with staff, helping to support their emotional well-being. Children are well behaved and staff use positive strategies to encourage children to learn about right and wrong. Staff teach children to learn to respect each other's differences, feelings and opinions. Children learn about healthy lifestyles. They eat healthy meals and enjoy being physically active as they play in the outdoor area daily. Children respond positively to the reminders that staff provide about keeping themselves and others safe, such as walking indoors. Staff teach children to be independent and to manage their own self-care needs successfully. The older children help to prepare the table and serve their own meals. Children are ready for the next stage in their learning because staff give careful consideration to preparing them sensitively when moving rooms or when moving on to school.

### Outcomes for children are good

All children, including those for whom the setting receives additional funding, make good progress. Children are confident and enthusiastic learners. Children gain good speaking and listening skills. They enjoy sharing stories and develop early reading skills, as they confidently learn to recognise their names in written print. Children concentrate well and develop early technology skills as they navigate programmes while using the computer.

## Setting details

<b>Unique reference number</b>	EY351384
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1064982
<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 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	First Steps Nursery (Solihull) Limited
<b>Registered person unique reference number</b>	RP527924
<b>Date of previous inspection</b>	13 June 2013
<b>Telephone number</b>	0121 7222218

First Steps Nursery was registered in 2007 and is one of two nurseries owned by the provider. The nursery operates from converted premises in the Sheldon area of Birmingham. The nursery employs 12 members of childcare staff, of whom 10 hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs.

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