

First Footsteps (Norris Green)

Fairwinds, Broad Lane, Norris Green, Liverpool, Merseyside, L11 1AD



Inspection date

1 November 2017

Previous inspection date

14 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not met their legal obligation to notify Ofsted of a significant event.
- The quality of teaching is not consistently strong to ensure children achieve as well as they can, particularly in their mathematical and language development.
- There are weaknesses in the way some staff assess and monitor the progress of younger children.
- The programme of professional development is not embedded well enough to build the quality of teaching to a consistently good level.

It has the following strengths

- Staff create a welcoming atmosphere and build good relationships with children and parents. This helps children feel emotionally safe and secure. Babies and children are self-assured, confident, keen to explore and motivated to learn.
- Children are becoming aware of how exercise and good nutrition support healthy lifestyles. They enjoy freshly made meals and snacks and are developing well physically. They enjoy yoga sessions and practise massage on each other.
- Staff work closely with parents and other professionals to understand and meet the needs of children who have special educational needs and/or disabilities.
- Staff successfully promote a love of reading in a range of ways. They tell stories with puppets and children listen well when they read books to them.
- The views of staff, parents and children are used well to help evaluate the practice.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve knowledge of the early years foundation stage requirements in relation to notifications	15/11/2017
■ improve opportunities for children to develop good speech and mathematical skills in readiness for school	15/11/2017
■ ensure all staff understand how to effectively assess and monitor children's progress	15/11/2017
■ improve monitoring arrangements to ensure staff performance and the quality of teaching is consistently good.	15/11/2017

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 the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the nursery.
- The inspector spoke to some staff, children and parents during the inspection and took account of their views.

Inspector

Lynne Naylor

Inspection findings

Effectiveness of the leadership and management requires improvement

Following a break-in, the provider took appropriate action to call the police and limit the use of space while checking the rooms for safety and repairing damage. However, the provider failed to notify Ofsted of this significant event. Nevertheless, safeguarding is effective. There are robust procedures for the recruitment, vetting and induction of staff. Staff are clear about the procedures to protect children and keep them safe. The manager has a clear vision for the nursery. Priorities for development, as set out in an improvement plan, are being followed. Although the building is looking tired, particularly in corridors, cleaning schedules are followed, some areas have been painted and some carpets and windows replaced. Some staff make good use of knowledge gained from their training and qualifications to improve outcomes for children. Following involvement in a recent project, staff are beginning to encourage children to develop their ideas and solve simple problems. However, staff's practice and children's progress is not rigorously monitored and addressed to ensure teaching and learning is consistently good.

Quality of teaching, learning and assessment requires improvement

Ways to observe, assess and track children's progress, although effective for pre-school children, are not consistently followed for younger children. Where useful information is exchanged with parents and other settings that children attend, it is effectively used to promote children's learning. Children are becoming keen writers and some children speak with confidence. However, some staff do not model correct use of language in their speech or when labelling displays. They do not sufficiently support less confident children to contribute to discussions. Similarly, some staff do not effectively support children to count accurately as they play. Although some teaching is good, overall the quality of teaching and learning is variable.

Personal development, behaviour and welfare are good

Staff exchange information with parents which effectively helps to provide continuity of care. Children build strong bonds with staff and are happy and emotionally secure. Children are considerate of others and learn to respect each other's views. Overall they behave well and share, take turns and help to tidy away toys. Children talk and learn about the views and culture of others while enjoying craft activities, such as decorating pictures of hands at Diwali. They effectively learn about their community when they visit places such as the veterinary surgery.

Outcomes for children require improvement

Inconsistent use of assessment and teaching means that some children are not challenged to make good, or better, progress. Nevertheless, children listen carefully, follow instructions and many communicate confidently. Children freely draw with a range of pencils and chalk and keenly practise early writing skills. Overall, children develop good social skills and independence in readiness for the next stage in their learning and eventual move to school.

Setting details

Unique reference number	EY255561
Local authority	Liverpool
Inspection number	1091652
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	48
Number of children on roll	75
Name of registered person	First Footsteps Ltd
Registered person unique reference number	RP521263
Date of previous inspection	14 May 2015
Telephone number	01512562425

First Footsteps (Norris Green) registered in 2003. It is managed by First Footsteps Ltd. The nursery employs 16 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, 10 at level 3 and one at level 2. The nursery opens Monday to Friday from 8am until 6pm, all year. The nursery provides funded early education for two-, three- and four-year-old children.

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