

# First Steps Nursery

Meadowbrook, Ruskington, Sleaford, Lincolnshire, NG34 9FJ



## Inspection date

8 March 2018

Previous inspection date

19 August 2014

<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

- The management team supports staff well in their roles and staff value the support they receive. The manager helps staff to reflect on their practice at supervision meetings and to attend training to extend their professional development. This has helped staff to provide more sensory experiences for younger children.
- Children enjoy being physically active outdoors. They explore the garden and look for toy bears that hide in a tree. Children use magnifying glasses to look for insects and enjoy finding a worm. This helps children to develop their understanding of the natural environment.
- Staff help children to learn key skills in readiness for their move on to school. Older children learn in groups, where they demonstrate good listening skills.
- Staff provide children with a welcoming and well-resourced environment, indoors and outdoors. Children arrive happy and demonstrate that they are emotionally secure. Parents comment positively about the nursery. They say that they like the warm welcome they receive in the mornings and how staff greet their children in each room.

### It is not yet outstanding because:

- Some babies and young children are not encouraged enough to develop their early speaking skills.
- Although staff have good partnerships with parents, they do not gather enough information about children's prior learning and achievements on entry.

## What the setting needs to do to improve further

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

- strengthen opportunities for babies and young children to develop their speaking skills
- gather more information from parents about children's prior learning and achievements when they first start, to help staff plan for their learning from the outset.

### 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 spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager, deputy manager and area manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know their responsibilities to help keep children safe. They know the signs that may suggest a child is at risk of harm. Staff know where to report concerns about children's safety and if they have concerns about the conduct of another member of staff. Staff regularly count the number of children present, helping to promote their safety. The management team tracks the progress made by individual and groups of children. This information has helped them, for example, to provide more electronic toys to increase boys' listening skills. Staff share information with schools when children move on. They invite teachers to visit children in the nursery. This helps children to get to know people who will be caring for them. The manager evaluates practice and identifies improvements, gathering the views of parents, staff and children. Recent changes to the garden enable children to extend their learning outdoors.

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

Staff know children well. They complete observations and assessments to help identify what children need to learn next. Staff share these with parents to help them to know their child's levels of learning. Staff support parents to continue their child's learning at home. Older children take home library books to share with parents. Staff provide babies with opportunities to develop their senses. Babies explore the textures of paper and flour. Staff are quick to identify babies' individual needs. For example, when babies show an interest in moving more quickly, staff invite them to play outdoors. This helps to promote the safety of younger, less-mobile children. Staff help children to develop their literacy skills. They take children outdoors to act out stories of favourite books. Staff encourage older children to recognise and write the letters in their name.

### Personal development, behaviour and welfare are good

Children are confident and speak to staff about their needs and wishes. They demonstrate good behaviour. Staff give them clear boundaries to follow and children know what is expected of them. Staff provide children with a healthy range of snacks. They encourage children to be independent. Children pour their drinks and help to cut up pineapple for their snack. Staff supervise children using safety knives, as they learn how to use tools safely. Children have access to outdoor play daily. Staff use mathematical language, such as 'over', when children climb over a plank of wood, encouraging them to develop their physical skills.

### Outcomes for children are good

Children make good progress in their learning and are working at an appropriate level for their age. Babies develop their problem-solving skills when they complete puzzles and attempt to fit shapes into different objects. Younger children learn about different occupations and develop their imagination when they use toy tools in a pretend construction site. Older children enjoy being physically active outside when they make different shapes with their bodies.

## Setting details

<b>Unique reference number</b>	EY217413
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1103941
<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 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Lincolnshire Childcare Limited
<b>Registered person unique reference number</b>	RP910155
<b>Date of previous inspection</b>	19 August 2014
<b>Telephone number</b>	01526 832518

First Steps Nursery registered in 1990. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for one week at Christmas and during bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

