

First Steps Nursery

Fulwood Lodge, Longsands Lane, Fulwood, Preston, PR2 9PS



Inspection date	25 June 2018
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 have many opportunities to engage in physical activities and learn about the world. They are eager to play and learn and thoroughly enjoy their time exploring the different areas of the nursery garden. Children learn how to grow and care for living things, such as the different plants and vegetables they have grown from seeds.
- The staff know the children well and support their learning successfully. They constantly observe and assess children's development and achievements and provide for the next steps in their learning. Children make good progress in relation to their starting points and they are well prepared for their future move on to school.
- Partnerships between staff and parents are strong. Staff keep parents well informed about the activities their children take part in and their learning and development. Parents know how to support their children at home and they share experiences.
- Children develop positive relationships with staff. This helps to support their self-confidence and emotional well-being. Children are very settled and extremely happy throughout the whole nursery. They are familiar with the nursery routines and demonstrate they feel safe and secure.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend children's already good mathematical learning with maximum effect.
- Sometimes, staff do not make the best use of opportunities for children to manage everyday tasks for themselves to support their independence skills further.

What the setting needs to do to improve further

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

- extend further children's already good mathematical skills, recognising and building on the opportunities that occur in children's everyday routine activities and during their play
- provide children with even more opportunities to manage everyday tasks for themselves to support their independence skills further.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents through discussions and written feedback.

Inspector

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff, including apprentices, are highly aware of the procedures to follow should they have any concerns about the welfare of children. They complete safeguarding training and most hold paediatric first-aid certificates. Staff supervise children effectively and ratios are maintained. Internal communication systems ensure staff can be contacted easily in an emergency and they follow the requirements on the use of mobile phones. Children learn how to keep themselves safe and regularly practise the emergency evacuation procedure. All documentation and records are meticulously maintained. Leaders show a clear intention to drive practice forward and have a reflective approach towards further improvement. For example, they monitor staff practice to help to identify future training needs. Staff work closely with parents and other providers to ensure children's learning and development needs are shared and well supported.

Quality of teaching, learning and assessment is good

Staff plan interesting and stimulating activities that incorporate children's individual interests and development needs. For example, children find the letters of their name using bean bags and enthusiastically find their named rocket ship to register their attendance. Children enjoy sharing books with staff and practise their drawing and cutting skills using different tools. Younger children enjoy the sensory experience of searching for objects in water and handling other natural and malleable materials. Children work together to build roadways and use their imagination while dressing up in capes. Leaders have effective monitoring and assessment systems, which are rigorously implemented, to help ensure all children make good progress from their starting points.

Personal development, behaviour and welfare are good

Staff provide a well-organised, welcoming and caring environment. Children are able to access resources easily and freely explore their surroundings. Staff use attractive low-level displays to promote children's understanding of the world and to show children that their work is valued. Staff are caring towards children, who respond well to positive praise and encouragement. The key-person role is well established in supporting children's individual needs. Children demonstrate good behaviour. They concentrate when walking down the stairs and learn not to run indoors. Children enjoy healthy meals and snacks at regular intervals throughout the day and staff ensure children remain hydrated in warm weather. Children wear appropriate clothing and sun protection while playing outdoors in hot weather.

Outcomes for children are good

All children make good progress and are well prepared for school. They are confident learners and ready to explore and experiment in their own way. Children enjoy sharing experiences with their friends and cooperate well during large-group sessions. They enjoy listening to stories and sing familiar songs during circle time. Children talk together at mealtimes and confidently use tools for cutting and mark making.

Setting details

Unique reference number	EY548212
Local authority	Lancashire
Inspection number	1139555
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	73
Number of children on roll	88
Name of registered person	Little Inventors Ltd
Registered person unique reference number	RP548211
Date of previous inspection	Not applicable
Telephone number	01772792644

First Steps Nursery registered in 2017. The setting employs 13 members of childcare staff. Of whom 11 hold appropriate early years qualifications at level 3, including the manager with early years professional status and 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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