

# First Footsteps (Anfield)

17 Oakfield, Anfield, Liverpool, Merseyside, L4 2QH



## Inspection date

29 June 2018

Previous inspection date

8 January 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		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Systems for supervision and performance management are not monitored regularly. As a result, the quality of teaching is inconsistent.
- Staff do not accurately monitor and assess the progress of children's individual learning. Not all children make good progress in readiness for school.
- Activities are not purposeful or planned well. Some staff do not have a clear understanding of how to identify and plan for next steps in children's learning. Children become quickly distracted and disengaged from their learning.
- Staff do not always fully support children in the pre-school room to extend their independence skills.

### It has the following strengths

- The manager, who is new in post, has already identified areas for improvement and has started to make positive changes.
- The key-person system is effective. Relationships between staff and babies are secure and staff support babies personal, social and emotional development well.
- Staff provide a welcoming environment and children are confident, happy and settled.
- Staff work closely with parents to meet the individual needs of all children. This helps to continue children's learning at home.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve monitoring and supervision of staff practice to provide regular coaching to raise the quality of teaching to a consistently good standard</li> </ul>	13/08/2018
<ul style="list-style-type: none"> <li>■ assess individual children's progress more precisely to identify gaps in their attainment to ensure that they are making progress across all areas of learning</li> </ul>	13/08/2018
<ul style="list-style-type: none"> <li>■ increase planned opportunities for children to explore a broader range of exciting and stimulating activities to support and extend their learning and development.</li> </ul>	13/08/2018

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

- provide more opportunities for older children to further develop their independence skills.

### 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 spoke to a number of parents during the inspection and took account of their views.

### Inspector

Adele Banton

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a clear understanding of procedures to follow if they have a concern about a child. Staff know what to do if an allegation is made against another staff member. The recruitment, vetting and induction process for staff is consistent. Risk assessments are carried out to ensure that the nursery is clean and safe for children to learn and play in. The management of the nursery is not yet effective enough to ensure that the quality of practice and teaching is consistently good. Weaknesses in supervision and monitoring of staff have impacted on the quality of teaching within the nursery. Staff work in close partnership with other agencies to provide ongoing support for children who have special educational needs and/or disabilities.

### Quality of teaching, learning and assessment requires improvement

Teaching within the nursery is inconsistent. Some staff's knowledge and understanding of how to assess children is weak. This means staff are not clear on how well children are progressing and their next steps are not always implemented. As a result, children do not make sufficient progress in their learning. Staff do not use the information about children's individual learning consistently well to plan activities and resources that challenge and interest them. For example, during story time, children are distracted with other toys and quickly become disengaged. Staff working with babies and younger children are able to captivate their interests through their use of language and introducing songs. This helps to promote early communication and languages skills.

### Personal development, behaviour and welfare require improvement

Staff support children well during their move between rooms within the nursery. Staff develop effective relationships with parents from the start, which helps children to settle well into the nursery routine. Children are effectively supported by their key person. For example, babies feel secure and seek comfort from staff when visitors enter the room. Staff are caring and speak respectfully to children. Children are kind to each other and play well together in the outdoors. They enjoy digging for treasure in the garden area, which helps to promote their physical skills. Children understand about keeping healthy, such as drinking plenty of water during hot weather. However, staff do not always support older children's independence well enough for them to manage their own personal needs.

### Outcomes for children require improvement

Weaknesses in teaching and planning mean that some children, including those who access funding, do not make as much progress as possible. However, children enjoy their time at the nursery. Babies develop their exploratory skills when they play in the water. Toddler, enjoy circle time where they sit focused singing songs and listening to stories. Older children enjoy making marks with chalk, which helps foster their early writing skills.

## Setting details

<b>Unique reference number</b>	EY227324
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	1091413
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	First Footsteps Ltd
<b>Registered person unique reference number</b>	RP521263
<b>Date of previous inspection</b>	8 January 2015
<b>Telephone number</b>	0151 260 5143

First Footsteps (Anfield) registered in 2002. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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