

# Spring - First Steps

60 Cockayne Street North, Allenton, Derby DE24 8XB



<b>Inspection date</b>	29 August 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- The manager is knowledgeable, experienced and has strong leadership skills. She is a very good role model who is calm and assured. She motivates the staff to develop their own ideas of how to improve practice within the nursery and to take ownership of this. Staff are dedicated and committed to their roles.
- There is very good partnership working with other agencies and professionals. Staff ensure that they start working with these other settings as soon as possible in order to meet children's needs. For example, there are well developed plans in place for children who are about to start at the nursery.
- The performance management of staff is strong. The manager skilfully evaluates staff teaching practice and plans and provides appropriate support to help them to improve.
- The nursery is well resourced and organised to support children's enjoyment, learning and development.
- The key-person system is strong. Children develop a very good bond with all staff and demonstrate that they feel safe and secure. Children get lots of opportunities to mix with children of different ages and they quickly settle as they move into the next room.

### It is not yet outstanding because:

- Staff do not always give children the time they need to think and respond to questions to further develop their speaking skills.
- Although the manager has improved the system to monitor children's progress, it is not yet rigorous enough to quickly identify whether focused support is having an immediate impact on children's learning.

## What the setting needs to do to improve further

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

- provide more opportunities for children to process and respond to questions to develop their thinking and conversational skills
- build on the current arrangements for monitoring any gaps in children's achievements to establish more quickly and specifically the impact of any focused support.

### 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 joint observations with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector discussed the procedures for evaluation and the priorities for improvement.
- The inspector spoke to parents and carers during the inspection and took account of their views.

### Inspector

Justine Ellaway

## Inspection findings

### Effectiveness of leadership and management is good

Staff enthusiastically embrace training opportunities and make very good use of the learning to develop the practice within the nursery and benefit outcomes for children. For example, staff have attended training in how to plan the outdoor area. They have changed the layout and organisation of resources and this is now a stimulating environment for children. Children make purposeful choices about the activities and sustain their engagement for long periods of time. Safeguarding is effective. Staff regularly update their knowledge of child protection issues. They clearly demonstrate a secure understanding of how to manage any concerns about children. Staff express how they are all instrumental in taking responsibility for safeguarding children.

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

All staff know the children they are working with really well, including their interests, their stage of development and what they need to learn next. This enables staff to provide good support for learning. Staff have a good knowledge and understanding of how children learn, including how to encourage children's explorations and investigations. For example, staff in the baby room recognise that children enjoy opening and closing things. They support learning, such as children's fine-muscle development, by giving children resources to play with that have lids. The partnership with parents and carers is good. Staff gather very useful information when children first start so that they can immediately support them to settle and help them to achieve their next stage of learning. Staff regularly share information about children's achievements and let parents and carers know what their child is learning next.

### Personal development, behaviour and welfare are good

The whole staff team is extremely friendly, warm and welcoming. There is a relaxed and positive atmosphere throughout the nursery. Staff are passionate and committed about their role and enthuse about the children and their work. They are excellent role models in their interactions with each other and the children and consistently model good manners. Children behave really well and thoroughly enjoy their time at the nursery. There is very good partnership working to support children's emotional well-being as they move on to school. Children's good health is well supported. For example, children enjoy healthy meals and snacks and have continual access to fresh air and exercise.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good, and in some cases, very good progress. Children are enthusiastic and motivated to learn. They have very good levels of independence. They relate really well to each other. They listen with interest to stories and can recall and describe previous activities. They learn how to make things work, such as moving the water along a pipe to fill a container. Children are developing the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	EY539483
<b>Local authority</b>	Derby
<b>Inspection number</b>	10059358
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01332 345 383

Spring – First Steps registered in 2016. The nursery employs 12 members of childcare staff, of these nine hold appropriate early years qualifications, including the manager who holds a degree in early years. The nursery opens from 8am to 6pm, Monday to Friday, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

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