

# First Footsteps (Norris Green)

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



<b>Inspection date</b>	18 October 2018
Previous inspection date	1 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 very enthusiastic and ambitious. She strives to achieve high-quality provision and has worked with determination to address the actions raised at the previous inspection. The manager evaluates the performance of the nursery well and has clear plans for further developments.
- The manager and staff have successfully achieved a gold award for mathematics. They use the new skills gained well to help to provide various opportunities that support children's understanding of mathematics.
- Partnerships with parents are very strong. Staff ensure that they involve parents in all aspects of their children's care. Parents speak highly of the service provided and feel very well supported.
- Children thoroughly enjoy their time spent in the nursery. Staff get to know them well and provide activities and experiences that motivate them to learn. All children, including those who have special educational needs and/or disabilities and funded children, make good progress.
- Staff provide children with good opportunities to build on their self-care skills. For instance, younger children use cutlery and learn to feed themselves at mealtimes. Older children serve their own food and pour their own drinks. They help to clear the tables after eating. Children enjoy a healthy and nutritionally balanced diet.

### It is not yet outstanding because:

- The new system for the coaching and supervision of staff performance is not deeply embedded to support them to deliver outstanding levels of teaching.
- Staff do not utilise enough opportunities to further stretch and challenge children's learning to the highest levels.

## What the setting needs to do to improve further

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

- embed the new system for the coaching and supervision of staff performance and help to raise the good quality of teaching further
- provide children with further challenges to deepen and extend their learning to the highest level.

### Inspection activities

- The inspector had a tour of the nursery with the nursery manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and provider. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff form good partnerships with other professionals. They work closely together to meet children's individual needs well. This ensures that children receive targeted support should they need it. Parents join staff on training workshops, such as for behaviour management. This helps them to implement clear and consistent strategies, both in the nursery and at home. Safeguarding is effective. The manager understands the procedures to follow to refer allegations. All staff have a good understanding of safeguarding procedures. They know how to identify and act on any concerns that a child may be at risk of harm. Recruitment and vetting procedures are robust. New staff complete a thorough induction process so that they understand their roles and responsibilities. The manager continually tests their knowledge to ensure that it is up to date.

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

Well-qualified staff complete observations and assessments of children's learning and share this information with parents. The manager effectively monitors the progress made by individual and groups of children. She ensures that gaps in children's learning are identified and addressed quickly. Extra funding is used well, particularly to support children who have special education needs and/or disabilities. For example, extra resources purchased are used to create 'home bags' that help children to continue learning at home. Children develop good mathematical and literacy skills. Staff support them particularly well to make good progress in these areas of learning.

### Personal development, behaviour and welfare are good

Children experience trips in the local community. For example, they visit the library and borrow books. This contributes to promoting their awareness of the wider world. Staff use good systems to support children as they move from one age group to another. Detailed handover information is shared with staff in the next age group. Children attend a number of settling-in visits where they spend time with their new key person. This helps to promote children's emotional well-being effectively. Children form strong attachments to staff and their peers. They behave well and are polite.

### Outcomes for children are good

Children enjoy outdoor play. They are energetic and active and develop good physical skills. For example, children move their bodies in different ways and pretend to be giants. They stretch their arms up to the sky, stomp their feet on the ground and demonstrate good coordination skills. Children develop good mathematical skills and learn to solve simple problems. For instance, they work out how many of their small feet will fit inside the enormous footstep of a giant. Children of all ages are confident learners. They join in with group activities, such as singing time and develop good listening skills. Children learn how to manage their own safety. For instance, they help to tidy away resources at the end of activities to prevent trip hazards. Children acquire important skills needed for future learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY255561
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10079449
<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>	52
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	First Footsteps Ltd
<b>Registered person unique reference number</b>	RP521263
<b>Date of previous inspection</b>	1 November 2017
<b>Telephone number</b>	0151 256 8485

First Footsteps (Norris Green) registered in 2003. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, nine at level 3 and one at level 2. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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