

# First Steps Nursery

West End Road, Maxey, PETERBOROUGH PE6 9HA



<b>Inspection date</b>	24 January 2019
Previous inspection date	31 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- Not all staff have full awareness of the risks associated with radicalisation. This has not had an impact on children's safety or well-being because staff would report any changes in children's behaviour to the designated officer.
- Some opportunities to extend most-able children's learning in mathematics are missed. Therefore, their progress in this area of learning is not maximised.
- Opportunities for parents to extend children's learning at home are not fully developed.

### It has the following strengths

- The quality of teaching is good. Staff provide a wide range of interesting activities for children. As a result, children engage in their learning and make good progress.
- Staff use a range of opportunities across the day to develop children's independence appropriately for their age. Older children set the table together and younger children are given time to put on their wellington boots.
- Staff are warm and caring and they form positive relationships with children. Parents value the detailed information staff give them about what their child has been doing at nursery. This builds good relationships with parents.
- Staff provide resources that encourage children to explore with interest. In the home corner, metal saucepans, real pasta and potatoes mean that children can represent their own experiences through role play.

## What the setting needs to do to improve further

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

	Due date
improve staff's knowledge of safeguarding issues, with specific regard to recognising signs that children may be at risk of radicalisation.	28/02/2019

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

- extend the opportunities for most-able children to develop their mathematical skills even further
- develop more ways to encourage parents to support children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact 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 meetings with the manager and the designated safeguarding lead. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

**Inspector**  
Elke Rockey

## Inspection findings

### Effectiveness of leadership and management requires improvement

The arrangements for safeguarding are effective. Staff are aware of signs that may indicate that a child is being abused. The designated safeguarding officer has up-to-date training and good knowledge of all child protection issues, including the 'Prevent' duty and female genital mutilation. However, some staff are less confident in recognising signs that children may be at risk of radicalisation. The manager makes checks on newly appointed staff to make sure they are suitable to work with children. Staff identify hazards that may pose a risk to children on the premises and act to remove these. The managers gather the views of parents and consider ways to act on feedback. This helps to continually improve the nursery.

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

The process staff use to support children's learning is now embedded and helps children to make good progress in their learning. Staff thoughtfully prepare activities that are, in the main, challenging to children. Children enjoy experimenting with tools and materials, including paper card and ice-lolly sticks to build boats. Staff use effective strategies to promote children's thinking skills, such as asking older children questions that have many possible answers. For example, they asked what could be used to make a sail for their boat. Children were then able to test how well their boats floated. Children engage well, concentrate for a long period of time and use their problem-solving skills. Staff sing to children and use instruments to explore different sounds. Children begin to interpret the marks they make as they paint, for example they excitedly told staff they have painted 12 worms.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management have an impact on the judgement for children's welfare. However, children show high levels of confidence and behave extremely well. Children of all ages learn to take turns. Staff roll balls back and forth to babies and the older children wait patiently for each other to go down the slide. Settling-in arrangements are flexible to meet children's individual needs and home routines and their parents' wishes. Staff use good hygiene routines and reminders to help children stay healthy. Children are developing an awareness of these, for example they remind each other that licking paint might give them a tummy ache. Children's health and physical development are promoted well. Outside, children enjoy being active. They move their whole bodies as they jump, balance and pedal bicycles.

### Outcomes for children are good

Children are curious learners and eager to take part in activities. They are learning the skills they need for school and beyond. For example, older children made links between sounds and letters as they went on a letter hunt. Babies grasp sticky objects with their hands and older children draw letter shapes with different tools. This helps to develop the muscles in their fingers that will support them as they learn to write.

## Setting details

<b>Unique reference number</b>	EY423564
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10084997
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	511
<b>Name of registered person</b>	First Steps Nursery (Maxey) Limited
<b>Registered person unique reference number</b>	RP909327
<b>Date of previous inspection</b>	31 May 2018
<b>Telephone number</b>	01778 341522

First Steps Nursery registered in 2011. The nursery opens from 7.30am to 6pm on Monday to Friday, all year round, except for the week between Christmas and New Year. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. 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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

