

1st Steps Day Nursery Ltd

London Borough Of Barking And Dagenham, Wantz Library, Dagenham
RM10 7DX



Inspection date	4 February 2019
Previous inspection date	19 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Self-evaluation is accurate. Managers have worked extremely hard since their last inspection to improve the overall quality of the provision. They encourage staff to continually reflect on practice and support them to implement ideas to enhance children's learning experiences.
- Staff obtain detailed information from parents about what children know and can do when they start nursery to contribute to early assessments. This helps staff to plan accurate activities from the outset, according to children's individual needs. Staff make use of an online system, parents' meetings and 'stay-and-play' sessions to help keep parents informed about their children's progress.
- Children form positive relationships with their key person. This helps them to feel secure and try new activities with confidence. Staff know their key children well. They comfort children who become upset and care for those who are unwell with genuine compassion.
- A highly skilled special educational needs and/or disabilities coordinator provides ongoing support to other staff members, parents and children. This helps to identify and secure interventions for children who require additional support. All children make good progress towards their early learning goals.
- Staff do not consistently provide highly challenging activities for children who prefer to investigate and learn outdoors.
- Children do not have opportunities to recognise the language they use at home in the resources available.

What the setting needs to do to improve further

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

- build on plans to develop the outdoor space to provide more challenging experiences for children who prefer to investigate and learn outdoors
- support children to recognise the language they use at home to fully engage them in exploring the resources available.

Inspection activities

- The inspector observed activities, play and interactions between staff and children, indoors and outdoors.
- The inspector spoke with children, parents, the manager and staff at appropriate times during the inspection.
- The inspector and the manager carried out a joint observation of a focused activity.
- The inspector looked at the range and suitability of resources available.
- The inspector sampled documents, including policies, risk assessments, training certificates and children's learning records.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

A robust programme of supervision and professional development helps to identify areas for improvement. Staff work closely with the early years adviser to develop practice. For example, recent training has helped staff to improve their teaching, learning and interactions with children successfully. Arrangements for safeguarding are effective. Staff know the signs and symptoms of potential abuse. They have a secure knowledge of the procedures to follow if they have concerns about a child's welfare. The management team implements thorough recruitment procedures to ensure the suitability of all staff. Staff successfully help children to appreciate the similarities and differences of others beyond their immediate family. For instance, the nursery delivers sessions in partnership with the local care home. Children develop an understanding and respect for others in the wider community.

Quality of teaching, learning and assessment is good

Staff promote children's mathematical development well. For example, they encourage children to explore mathematics at every opportunity. Children successfully match shapes, recognise numbers and count objects. Staff provide challenging activities for babies to develop their small movements. Babies squish soft pasta in their hands and learn to manipulate tongs, as they transfer stones between containers. Staff talk to babies about how the different textures feel. This helps to promote early language skills successfully. Staff capture older children's imagination and enhance their early literacy skills well. For example, they incorporate books alongside similar activities around dinosaurs, volcanoes and ice. Staff skilfully use open-ended questions to engage children in rich conversation.

Personal development, behaviour and welfare are good

Effective partnerships with parents contribute to successful settling-in procedures for children. Staff work closely with parents to adapt practice for each child. Strong and calm leadership within each room helps all staff to create an environment that fosters exploration. Children enjoy opportunities to learn about managing risk. For example, they develop an understanding of safety in the kitchen during baking sessions. Children are excited to eat their creations for dessert. Mealtimes are social occasions. Staff teach children about healthy choices and the impact of food on our bodies. Staff are positive role models who encourage the behaviour they expect. This is evident as babies learn to follow rules and use 'kind hands,' gently patting other children on the back to soothe them. Older children listen intently to staff and work together to tidy away resources.

Outcomes for children are good

Children make good progress from their starting points. Additional funding is used effectively to support all children to access a range of sports activities and develop their physical skills well. Older children learn to change their clothing independently for these sessions. This helps them develop key independence skills needed for their move on to school.

Setting details

Unique reference number	EY493506
Local authority	Barking and Dagenham
Inspection number	10080423
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	64
Number of children on roll	74
Name of registered person	1st Steps Day Nursery Ltd
Registered person unique reference number	RP906999
Date of previous inspection	19 February 2018
Telephone number	02085933063

1st Steps Day Nursery registered in 2015. It is situated in Dagenham, in the London Borough of Barking and Dagenham. It is open all year round from 7.30am to 6.30pm. The nursery receives funding to provide free early education to children aged two, three and four years. The setting employs 18 staff, 11 of whom hold relevant early years qualifications at level 3 or above.

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