

# First Little Steps Day Nursery

195 Middleton Road, Carshalton SM5 1HE



## Inspection date

26 February 2019

Previous inspection date

Not applicable

## The quality and standards of the early years provision

### This inspection:

**Good**

**2**

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

### This provision is good

- Staff provide a well-resourced, challenging and stimulating environment. Children make choices in their play and are motivated to learn. They make good progress from their starting points.
- Staff have a good working knowledge of the early years curriculum. They plan activities well based on children's interests and use these effectively to promote good learning opportunities for children.
- Staff's partnerships with parents are strong. The manager and staff successfully encourage good two-way communication and actively involve parents in their children's learning. Parents speak highly about the nursery and are happy because their children are eager to attend.
- Children's communication and language skills are supported exceptionally well by the staff. They actively promote and engage children in conversations and discussions. Babies and younger children respond well to Makaton signs, repeat animal noises and enjoy singing. Older children have good early literacy skills. They begin to sound out words phonetically and confidently write their names.
- The manager and special educational needs coordinator are committed to working in partnership with parents and other professionals, ensuring children achieve their next steps and future goals. Their support for children who have special educational needs (SEN) is very strong.
- Staff do not consistently encourage children to complete tasks by themselves, to help promote independence further.
- Staff include language relating to numbers and size during activities. However, they do not always make the most of opportunities to promote and extend children's awareness of other mathematical concepts.

## What the setting needs to do to improve further

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

- create more opportunities to encourage children to develop their independence, to support their future development
- extend activities and opportunities to promote mathematical concepts and language during play, such as weight, measure and capacity.

### Inspection activities

- The inspector carried out a joint observation with the manager and discussed children's learning.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact this has on children's care and learning.
- The inspector sampled a range of documentation, including staff suitability, qualifications and children's developmental records.
- The inspector spoke to parents and took account of their views.
- The inspector spoke with staff and children at appropriate times during the inspection and held a meeting with the manager.

**Inspector**  
Helen Craig

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are well trained in all aspects of child protection and safeguarding. They demonstrate a good knowledge of the procedures to follow if they have concerns regarding a child's welfare. Staff make good use of risk assessments and support children to learn about staying safe. For example, children regularly practise evacuation procedures. They follow rules when climbing and learn to use knives safely when cutting fruit and vegetables. The manager supports ongoing continued professional development well. She provides staff with regular advice and guidance, and identifies and encourages further training. This extends staff's knowledge and further improves practice to promote good outcomes for children. The manager regularly reviews the nursery provision and practice and seeks views of children, parents and staff to make ongoing improvements that benefit the children.

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

The quality of teaching is strong. Staff effectively observe and assess children's learning. The manager and staff monitor individual progress and identify any gaps in learning quickly. Staff skilfully use questions to help children think for themselves and extend their learning. For example, when children find mini-beasts in the garden, staff encourage them to observe these and discuss their features. They introduce new words as the children describe how the worm and snail feel and move. Children develop good imaginative skills as they look after and feed the horse in the role-play stable. They select and buy fruit and vegetables in the supermarket. Children also enjoy acting out the focus story using props and resources. The staff have built good links with local schools and community resources to support children with future moves and the transition to school.

### Personal development, behaviour and welfare are good

The key-person system is well established. Staff support children to settle quickly, promoting their well-being and sense of belonging. Older children often choose to play with the babies and encourage their learning, building relationships. Staff have a good awareness of the importance of physical development and fresh air. They resource the outdoor environment to support all areas of learning well. Children enjoy the new soft-play room as they develop their jumping and balancing skills. Babies use the rocker, learn to kick and roll balls, or build towers with boxes. Staff promote healthy lifestyles during meal and snack times. Older children talk about the importance of washing their hands to remove germs, eating healthy food and cleaning their teeth. Staff are positive role models. They support non-verbal children to have a voice and meet their individual needs exceptionally well.

### Outcomes for children are good

Children are settled and happy. They are confident communicators who can make their views known. Children behave and listen well. They enjoy receiving praise for their achievements. Children have a good understanding of nursery rules and learn positive values to support their future life skills. All children, including those with SEN or who speak English as an additional language, make good progress.

## Setting details

<b>Unique reference number</b>	EY544454
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10091970
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Coker-Hounslow, Michelle
<b>Registered person unique reference number</b>	RP513787
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02086401862

First Little Steps Day Nursery registered in 2017. It is located on the ground floor of a detached house in Carshalton, Surrey. The nursery is open each weekday from 8am to 6pm, except for public holidays and between Christmas and New Year. There are 11 members of staff. Of these, one holds a level 6 qualification and seven hold relevant childcare qualifications at level 3. The nursery receives funding for children aged two, three and four years.

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