

# First Steps Kindergarten

Yewtree Lane, Poynton, Cheshire SK12 1PU



<b>Inspection date</b>	4 April 2019
Previous inspection date	24 May 2018

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

## Summary of key findings for parents

### This is a provision that requires improvement

- Plans to improve the provision are not clear enough to drive sustained improvement in teaching and learning. Managers' regular observations of teaching do not focus specifically enough on what practitioners need to do to improve and why.
- Practitioners do not use information from observations well enough to identify what children need to learn next as precisely as possible. This means that they do not always plan effectively enough for individual children's learning.
- Practitioners do not maintain children's interest and involvement well enough during some adult-led activities.

### It has the following strengths

- Children demonstrate that they feel secure in the company of the experienced and friendly practitioners. Practitioners establish and teach consistent routines. This helps children to develop independence. Children in the toddler room demonstrate this when they confidently find their place at the table for snack.
- Parents say that practitioners work in partnership with them. For instance, they take account of parents' wishes with regard to potty training and infant weaning. Parents feel well informed about daily activities. They welcome the regular written reports about children's progress and development.
- Practitioners take effective steps to minimise risks to children's safety. For example, they carefully check that the outdoor equipment is clean and safe.

## 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 the systems for assessing the performance of practitioners, so that coaching and training continuously improve the quality of teaching.	03/05/2019

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

- make the most of what is known about what individual children know and can do, so that plans for teaching focus more precisely on what they need to learn next
- improve the planning for adult-led activities, so that children are deeply involved in experiences that challenge them and promote their thinking.

### Inspection activities

- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector toured the nursery with the childcare manager. She completed a joint observation with the childcare manager.
- The inspector held a meeting with the business manager and the childcare manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

**Inspector**  
Susan King

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers and practitioners work hard and have made some improvements since the last inspection. For example, arrangements for vetting new and existing practitioners are now more robust. However, self-evaluation is not yet fully effective and managers do not measure the quality of teaching accurately enough. Consequently, the well-qualified practitioners do not have clear enough targets to help them to continuously improve their teaching. Safeguarding is effective. Managers inform practitioners about changes to requirements and to local procedures for reporting abuse. Practitioners demonstrate good knowledge and understanding about whistle-blowing procedures. They know what they must do if they are concerned that a child may be at risk of harm.

### Quality of teaching, learning and assessment requires improvement

Practitioners know children well and this helps them to accurately assess children's attainment. However, their planning for teaching does not focus closely enough on what individual children are ready to learn next. This is demonstrated when practitioners in the pre-school room plan a focused activity about numbers and counting. They describe, in general terms, what the children will do. However, they do not identify what individual children are intended to learn as a result of participating in the activity. That said, practitioners' spontaneous teaching often absorbs children's attention and interest. For example, children from the tiddler room eagerly investigate an exciting array of toys that light up.

### Personal development, behaviour and welfare require improvement

Although practitioners generally understand how children learn, some adult-led activities do not engage children well enough. For example, children in the early years room help to make modelling dough. However, they wait too long for a turn to explore the materials and to experience the process first-hand. Practitioners share information that helps to promote children's well-being. For instance, practitioners in the out-of-school provision unfailingly pass on messages between home and school. Practitioners help to promote children's positive behaviour. For instance, they teach children to understand their own emotions and this helps them to develop self-control as they grow. Practitioners follow consistent policies and procedures. This helps them to promote children's welfare effectively.

### Outcomes for children require improvement

Weaknesses in teaching mean that children do not make good progress from their starting points. However, children develop the basic skills and knowledge they need to start school. Older children invent interesting storylines for their role play. They recognise their written names and can match some written letters to the sounds that they represent. Children of all ages develop strength and agility when they play outdoors in the fresh air. They begin to understand that a balanced diet contributes to their good health. Children develop independence in matters of personal hygiene ready for school.

## Setting details

<b>Unique reference number</b>	305058
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10084978
<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 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	First Steps Kindergarten Partnership
<b>Registered person unique reference number</b>	RP909946
<b>Date of previous inspection</b>	24 May 2018
<b>Telephone number</b>	01625 859 867

First Steps Kindergarten registered in 2000. The nursery employs 20 members of childcare staff. Of these, 17 practitioners hold qualifications at level 3, one practitioner holds a qualification at level 4 and one holds early years professional status. The nursery opens from Monday to Friday, all year round. Nursery and holiday club sessions are from 7.30am until 6pm. Out-of-school club sessions are from 7.30am until 9am and from 3.30pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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