

First Steps Nursery

Newall Street, Littleborough, Lancashire OL15 9DL



Inspection date

11 April 2019

Previous inspection date

18 January 2016

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

- The manager, who is new to her role, is ambitious and experienced. She evaluates the setting well and is working hard with staff to implement change. For instance, recent developments provide more opportunities for children who prefer to learn outdoors.
- The quality of teaching is good and staff make learning enjoyable for children. They adapt and reshape activities as children's interests evolve. This helps to maintain children's engagement and promote their learning further.
- There are good arrangements to help children settle into the nursery. Children feel confident about moving to the next room and are well prepared for their future moves to school.
- Children develop a good understanding of the importance of following good hygiene routines, such as handwashing before meals or baking.
- Partnerships with parents are strong. Staff communicate well with parents, frequently sharing information to help provide consistency for children's care needs.
- Children are happy and enjoy being at the nursery. They forge positive relationships with the staff, who are sensitive and caring in their interactions with children.
- Staff carry out regular checks of the environment to ensure it remains a safe place for children. They maintain the required adult-to-child ratios at all times to keep children safe.
- Occasionally, teaching during planned activities does not fully promote all children's engagement. Younger children do not consistently understand the intention of the activity.
- Staff are not fully effective in planning for children's next steps using the recently introduced system to plan for children's progress.

What the setting needs to do to improve further

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

- ensure children are successfully engaged and challenged during planned activities
- embed the new system of planning for children's progress to even better help children reach their full potential in all areas of learning.

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspector and the manager completed a joint observation and discussed the effectiveness of teaching and learning.
- The inspector sampled documentation, including the safeguarding policy and procedures, children's development records and evidence of the suitability of staff to work with children.
- The inspector assessed the quality of teaching and the impact this has on children's learning.
- The inspector held discussions with the managers and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Linda Shore

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are knowledgeable about how to identify and report concerns regarding children's welfare. Safe recruitment procedures are robust. Parents have high praise for the new manager and her close working relationships with them to provide ongoing stability, particularly during recent staff changes. Accurate records are kept. Accident and injury forms are fully completed with details of the accident and any first aid provided. Any concerns about children's behaviour are reviewed and promptly addressed. For instance, staff review the layout of the rooms and provide greater access to the outdoor areas to promote children's positive behaviour. The manager ensures all staff have completed essential training. Staff also take advantage of a wide variety of additional online training courses to continually update their knowledge and skills. The manager monitors children's learning effectively. This helps to ensure all children continue to make good progress.

Quality of teaching, learning and assessment is good

Children are motivated and keen to learn. Overall, staff use their teaching skills effectively to help children to make good progress in their learning. Staff help children to develop their speech and language skills. They read books together, looking at words that begin with the same letter and repeating the sound it makes. Staff promote children's mathematical development well at every opportunity. For instance, at mealtimes, children work together to establish how many pieces of cake they need to cut. They calculate if they have more or less pieces as they pass them around. Babies are fascinated with bubbles. They practise their physical skills as they bend and stretch to reach them and delight in watching them pop.

Personal development, behaviour and welfare are good

Children are cared for well at the nursery. Staff respond quickly and sensitively to children's personal care needs. Nappies are changed promptly and staff work closely with parents to toilet train children when they are ready. Staff support children's behaviour positively. For example, they remind children to use their 'indoor legs' and walk when they are inside. This helps them learn how to keep themselves and their friends safe. Children enjoy a range of nutritious meals that are prepared freshly on-site each day. They have plenty of opportunities to be active outdoors and learn about how their bodies work. They identify when they feel too hot and choose to remove their own coats. This contributes to children developing an understanding of how to lead a healthy lifestyle.

Outcomes for children are good

All children, including those in receipt of funded early education, are making good progress from their individual starting points. They learn a good range of skills that prepare them well for the next stage in learning and school. Older children persevere to solve problems such as puzzles. Babies and toddlers are confident communicators and all children are keen to explore books.

Setting details

Unique reference number	316452
Local authority	Rochdale
Inspection number	10102314
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 - 6
Total number of places	34
Number of children on roll	41
Name of registered person	Tina Stafford Smith and Alan Smith Partnership
Registered person unique reference number	RP907103
Date of previous inspection	18 January 2016
Telephone number	01706 378 888

First Steps Nursery registered in 1995. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications, including the manager, who is qualified at level 6. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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