

# First Step Nursery Day Care

52 Deptford, Broadway, Deptford, London SE8 4PH



## Inspection date

12 March 2019

Previous inspection date

26 October 2017

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Good                 | 2 |
| 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

- The management team and staff do not ensure that observations, assessments and monitoring of children's progress are used fully effectively to inform planning. Not all children benefit consistently from challenging experiences that help to support their continued progress to next stages in their learning.
- Teaching practice is not consistently strong. Staff do not plan well enough to support some areas of children's learning effectively, such as communication and language development and early reading skills. Self-evaluation is not fully effective to identify all weaknesses in practice and provision.
- The management team has not explored opportunities for funding effectively enough to help strengthen additional support for children of different groups to catch up with others.

### It has the following strengths

- Staff support older children well to help them build on their creativity. They provide opportunities for children to explore the effects of mixing colours. Children comment that mixing blue and red makes purple.
- Staff support children's physical development effectively. For example, young children learn to stack building blocks. Older children learn to take appropriate risks, such as learning to walk on a plank. Staff deploy themselves well to supervise children effectively and ensure their safety.

## 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   |
|---|------------|
| ensure that observations, assessments and monitoring of children's progress are used effectively to plan challenging experiences for individual children and to support their continued progress towards the next stages in their learning. | 29/03/2019 |

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

- improve staff practice so the quality of teaching is consistently good and is fully effective, in order to improve learning opportunities for all children
- explore and use opportunities for funding more effectively, to help strengthen any possible additional support for children of different groups to catch up with others
- improve self-evaluation to identify and address all weaknesses in practice and provision more effectively.

### Inspection activities

- The inspection was carried out to monitor compliance with the welfare requirements notice.
- The inspector observed children and how staff interacted with them.
- The inspector observed an activity jointly with the manager and assessed how she reviews staff performance.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector held discussions with the provider and manager at appropriate times. She took account of the views of parents, staff and children.

**Inspector**  
Geetha Ramesh

## Inspection findings

### Effectiveness of leadership and management requires improvement

Self-evaluation does not fully effectively address some weaknesses in the programme for children's learning and development. The team does not use planning and opportunities for funding well enough to help strengthen targeted support for children of different abilities. Monitoring of staff practice is not fully effective in addressing inconsistencies in teaching practice. Nevertheless, partnerships with parents and other settings are good overall and staff share information effectively with them and with professionals. The provider and manager have made effective improvements to raise the quality of safeguarding practice at the setting. They have trained the staff team on current safeguarding guidelines, such as the 'Prevent' duty. The management team and the staff understand the procedures to follow in the event of an allegation. They maintain suitable records in relation to child protection issues. Safeguarding is effective. The provider has met the actions set in the welfare requirements notice.

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

Although staff are qualified and trained, not all of them use their knowledge and skills well enough to plan suitably challenging activities for individual children. For instance, although they set targets to support children's communication and language development, these are not consistently planned for and implemented. They support older children's writing skills well, but they do not provide consistent opportunities for them to learn to link letters to their sounds. Nevertheless, staff support older children well to help them build on their understanding of the world. For instance, they provide opportunities for children to learn about the use of technology. Staff sing to babies and toddlers and encourage them to join in with actions. This helps to support creativity.

### Personal development, behaviour and welfare require improvement

Staff do not always fully support children's understanding of routines. For instance, although they plan to use visual cards to help support children's understanding of routines, they do not always use these effectively. Nevertheless, overall, children are happy and form close emotional bonds with their key persons. Staff support them well to build positive relationships with others. They explain to children why certain behaviours are unacceptable and help them learn to apologise when they make a mistake. Staff use positive strategies, such as praise, to help support children's self-esteem and confidence. Staff maintain a record of the days and hours of children's attendance.

### Outcomes for children require improvement

Children do not make consistent progress in their learning because planning does not target well enough on their individual abilities and needs. Children with special educational needs and those who speak English as an additional language settle well, but their progress is not supported fully effectively in all areas of their learning. Nevertheless, overall, children develop some skills that help to prepare them for the next stages in their learning and their eventual move to school. Younger children learn to help themselves to water independently when they are thirsty. Older children enjoy mark making. For instance, they learn to write their names.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY422898                           |
| <b>Local authority</b>                           | Lewisham                           |
| <b>Inspection number</b>                         | 10098180                           |
| <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 - 4                              |
| <b>Total number of places</b>                    | 85                                 |
| <b>Number of children on roll</b>                | 57                                 |
| <b>Name of registered person</b>                 | First Step Daycare & Nursery Ltd   |
| <b>Registered person unique reference number</b> | RP532877                           |
| <b>Date of previous inspection</b>               | 26 October 2017                    |
| <b>Telephone number</b>                          | 0208 0454421                       |

First Step Nursery Day Care registered in 2011 and is located in the London Borough of Lewisham. The nursery operates each weekday from 7.30am to 6.15pm. It receives funding for the provision of early education for children aged two, three and four years. The provider employs 14 members of staff. Of these, 12 hold appropriate early years qualifications ranging from level 2 to level 6.

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)

