

First Steps Nursery

Newmarket Street, Skipton, North Yorkshire BD23 2JP



| | |
|--------------------------|------------------|
| Inspection date | 22 May 2019 |
| Previous inspection date | 10 November 2014 |

| 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

- Self-evaluation is effective. The manager regularly seeks feedback from parents, children and staff to help identify any areas to improve. She is quick to respond to the information she receives and implements effective action plans. This helps to maintain the already good levels of service the nursery provides to children and their families.
- Partnerships with parents are effective. Staff regularly meet with parents to share key information about the progress their child is making and discuss their next stages of learning. This helps to ensure a consistent approach towards a child's learning both in the setting and at home.
- Staff carefully observe, assess and monitor children's progress. They use this information to identify and address any gaps in a child's development. Staff promptly seek support from other professionals where required, to ensure children receive the individual support they need in their learning. Children are making consistently good rates of progress from their starting points.
- Children benefit from the warm and welcoming environment staff plan for them. They build positive relationships with key members of the staff team and seek their reassurance and comfort throughout the day. Staff respond sensitively towards children and know their individual personalities very well. Children are happy and settled.
- Occasionally, staff do not consider the impact that increased noise levels have on children's focus and attention during adult-led activities.
- Staff do not always collect detailed information from parents about their child's starting points, such as what they already know and can do, before they first start at the setting.

What the setting needs to do to improve further

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

- carefully consider the impact increased noise levels have on children's ability to concentrate and focus during adult-led activities
- enhance the current system used to collect information about a child's starting points to ensure these provide staff with key information about what a child already knows and can do before they first start at the setting.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector reviewed feedback and comments left by parents and considered their views.
- The inspector held discussions with staff and children throughout the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She jointly observed a planned activity with the manager and considered her evaluation.
- The inspector held a meeting with the manager. She reviewed a sample of children's records and documents, including evidence of suitability checks for all staff working on the premises, policies and procedures and other information regarding health and safety.

Inspector
Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management and staff team know how to take appropriate action to protect a child at risk of harm. They regularly complete training to help keep up to date with current issues that may affect a child. The manager and staff team complete thorough daily checks to ensure all the areas of the premises children access are safe and suitable. Children's health, safety and well-being are considered well. The management team have an effective system to monitor staff performance and maintain consistently good levels of teaching. Managers hold regular meetings with staff to discuss best practice and provide coaching and training to help build on their already good skills and knowledge.

Quality of teaching, learning and assessment is good

The experienced staff team support children's learning and development well. They use good questioning skills to extend and build on children's early reading skills. For example, staff encourage older children to recall key themes in stories and prompt them to consider what might happen next. They support younger children to find different characters on each page. Children develop their emerging communication and language skills well. For example, they imitate different words and sounds staff make whilst reading stories and singing nursery rhymes. Children develop good mathematical skills and thoroughly enjoy playing counting games. Staff encourage younger children to count the total number of blocks they use to build towers. Staff help older children to solve problems and complete simple addition and subtraction tasks. For example, children count number dots on wooden sea creatures and use fishing rods to find the corresponding number symbols. Children learn the total number changes if they add or take one away.

Personal development, behaviour and welfare are good

Children's emotional well-being is promoted well by the caring and nurturing staff team. They provide children with meaningful praise and encourage them to share, take turns and use their good manners during play. Older children develop good levels of independent self-care skills and know the daily routines well. They know to wash their hands and help to serve drinks and cutlery in preparation for mealtimes. Younger children learn how to feed themselves independently using spoons and are well supported by staff. Children benefit from the fresh air and enjoy the time they spend in the wonderfully planned outdoor play areas. For example, children learn how to negotiate space as they use trikes to ride up and down small ramps. Children confidently use climbing equipment and develop their physical skills well.

Outcomes for children are good

Children are confident and motivated learners. They are willing to have a go and try things for themselves. Children develop their early mark-making skills and begin to ascribe meaning to different marks they make as they paint. Children develop good hand dexterity as they mould play dough to make various shapes and models. Children are making good rates of progress and are well prepared for their next stages of learning and eventual move to school.

Setting details

| | |
|--|---|
| Unique reference number | EY259565 |
| Local authority | North Yorkshire |
| Inspection number | 10106109 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 64 |
| Number of children on roll | 144 |
| Name of registered person | First Steps Private Day Nursery Partnership |
| Registered person unique reference number | RP907083 |
| Date of previous inspection | 10 November 2014 |
| Telephone number | 01756 799339 |

First Steps Nursery registered in 1997. The nursery employs 25 members of staff, of whom 20 hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery offers early education funded places for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

