

# First Steps Day Nursery

Rokescroft, BASILDON, Essex SS13 3EA



<b>Inspection date</b>	23 May 2019
Previous inspection date	24 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 management and staff team have worked meticulously to address the actions and recommendations set at the previous inspection. They have focused on improving standards and driving quality higher. For example, the effective deployment of staff ensures all children are well supervised throughout the nursery.
- Staff hold children's safety and welfare at the heart of what they do. They follow robust systems to deal with accidents. Staff use effective risk assessments to help them keep hazards to a minimum.
- The friendly staff team is sensitive to all children's emotional needs and well-being. They display a warm, caring attitude and provide a stimulating environment where children are happy.
- Staff are very good role models. They help children to develop valuable social skills, have appropriate manners and be polite. Children learn to play well together, and develop empathy and supportive friendships. They behave very well.
- Parents are kept well informed regarding their children's progress. Staff suggest home-learning opportunities that support children effectively to make good progress. Parents spoken to at the inspection were very complimentary about the nursery.
- Staff work exceptionally well with other professionals to support children who have specific learning needs. Advice received is implemented very effectively during planning and ensures children receive a consistent approach from all adults working with them.
- Sometimes, staff do not focus sharply enough on the information gained from observations and assessments to prioritise children's next steps in their learning to help them make the best possible progress.
- The supervision of staff practice does not always focus enough on improving the effectiveness of their teaching. At times, staff do not fully support and challenge children as well as possible in their learning and development.

## What the setting needs to do to improve further

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

- make better use of assessment to plan precise next steps to help children make more rapid progress in their learning
- focus staff professional development opportunities on enhancing the quality of teaching even further, to provide children with the challenge and support they need at all times.

### Inspection activities

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

**Inspector**  
Tina Mason

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have attended safeguarding training. They have a clear understanding of child protection procedures and know how to report any concerns they may have about the welfare of a child. Effective recruitment and induction procedures are in place. All the staff team members hold a paediatric first-aid qualification. This helps to support children's well-being in the event of an accident. Managers make good use of additional funding to help improve outcomes for children and support children with a complex and diverse range of needs effectively.

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

Overall, staff use observations and assessments of children's learning well to identify and plan for what they need to learn next. Staff are creative in preparing the environment and they consider children's interests and needs. Children are curious, and they are eager to explore and immerse themselves in the activities. They enjoy being creative and they investigate and explore a wide range of sensory activities. For example, older children have lots of fun making cheese, watching the texture of milk change as lemon juice is added. They explore the texture of paint. Staff discuss with children which colours they make when they mix the colours together. Babies use their senses to explore the different textures of fruit. Toddlers eagerly join in with songs and action rhymes with staff. Children help themselves to a wide variety of mark-making materials in good preparation for learning to write. All staff are competent in promoting children's early communication skills. They are effectively deployed to engage children in conversation as they play.

### Personal development, behaviour and welfare are good

Children flourish in a warm and welcoming environment. The well-established key-person system means children quickly grow in confidence to explore the nursery and lead their own play. They develop a good understanding of healthy lifestyles and enjoy a nutritious and well-balanced menu. Staff provide children with good opportunities to learn about keeping themselves safe as they play. For example, older children carry out risk assessments before going into the garden to play. They navigate around obstacles and show effective control of their bodies, being careful not to bump into each other when running around outside.

### Outcomes for children are good

Children are working comfortably within the typical range of development expected for their age. This includes those children who speak English as an additional language and those with special educational needs and/or disabilities. Children develop good social skills as they play and share resources with their friends. Babies explore their environment actively and develop their physical skills. Children are early to learn and show sustained levels of interest during group activities and story sessions. Children learn about mathematics as they play and during everyday routines. They learn about linking sounds and letters. Older children apply these skills as they begin linking sounds to create simple sentences. They are swiftly becoming successful learners who are well prepared to move on to school.

## Setting details

<b>Unique reference number</b>	EY501104
<b>Local authority</b>	Essex
<b>Inspection number</b>	10089408
<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>	1 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	135
<b>Name of registered person</b>	First Steps Day Nursery (B&H) Limited
<b>Registered person unique reference number</b>	RP901228
<b>Date of previous inspection</b>	24 May 2018
<b>Telephone number</b>	01268 584630

First Steps Day Nursery registered in 2016. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate qualification at level 6, one holds a qualification at level 5, nine hold qualifications at level 3 and two are qualified at level 2. The nursery opens from Monday to Friday from 7am until 7pm all year round. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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