

# First Steps Nursery

Ice House, Victor Street, Grimsby, North East Lincolnshire DN32 7QN



<b>Inspection date</b>	24 June 2019
Previous inspection date	29 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 management team and staff evaluate the nursery well. They have made positive improvements to the environment that provide further opportunities for children to be independent. Furthermore, the learning environment is clean and well maintained.
- Staff support children with special educational needs and/or disabilities well. They put targeted plans in place to support children's individual needs and share these with parents.
- All children, including those in receipt of funding, make good progress in their learning. This includes children who speak English as an additional language, who reach typical levels of development in their speaking skills.
- Staff actively encourage children's good behaviour and give them gentle reminders about the rules and boundaries in the nursery. They give children regular praise and encouragement, helping to raise their self-esteem. Children behave well.
- The management team and staff assign additional funding to help improve outcomes for children. For example, they ensure that children have opportunities to develop their literacy skills outdoors as well as indoors.
- Staff promote children's communication and language skills well. For example, they ask children a good range of questions that encourage them to develop their thinking skills. Children talk about what they are doing.
- Staff do not gather information consistently from parents to help them identify what children already know and can do when they first start.
- Occasionally, staff do not make the most of opportunities that arise during activities to extend and challenge the quieter and less confident children.



## What the setting needs to do to improve further

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

- encourage parents to share their knowledge of what their children know and can do when they first start, to help plan more precisely for children's learning from the start
- make the most of opportunities during activities to extend and challenge the quieter and less confident children.

### 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 of an activity with the nursery manager.
- The inspector held a meeting with the nursery management team. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

#### Inspector

Hayley Ruane



## Inspection findings

### Effectiveness of leadership and management is good

The manager monitors the progress made by individual and groups of children. This helps her to close any identified gaps in children's development quickly. Staff extend their professional development. For example, they have deepened their understanding of how to promote children's mathematical development through play opportunities. This helps to improve outcomes for children. The manager supports staff well. She invites them to attend meetings to reflect on their practice. Most staff are well qualified and demonstrate a good understanding of how to promote children's learning and development. Staff share information with parents about children's learning and development in the nursery. Parents say that staff support them to continue their children's learning at home, for example, to promote their children's speaking skills. Safeguarding is effective. The management team and staff understand their responsibilities regarding child protection. They know to work closely with other agencies to promote children's safety and welfare.

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

Staff observe and assess children's learning and, overall, identify what they need to learn next. They encourage children to develop their physical skills. For example, they hold onto younger children's hands as they walk along crates and a cardboard tube that is laid on the floor. Staff give older children space to do this on their own. Children develop their balance and coordination. Staff encourage children to learn new skills and to manage risks in their play. Children use knives safely when they prepare food for their snack. They learn how to use scissors safely to cut. Staff encourage children to use their senses when they explore and investigate objects. For instance, when children play with herbs, staff ask them what they smell like and children say 'ice cream'.

### Personal development, behaviour and welfare are good

Staff help older children to develop their understanding of how to keep themselves safe. For example, when children ride on tricycles, staff talk to them about the importance of wearing a helmet to protect their head. Children demonstrate that they are emotionally secure. They form secure attachments with staff. For example, they sit with staff for comfort when they listen to a story. Children demonstrate an understanding of the routines of the day. For instance, when staff shake a tambourine, children stop and wait for instructions. The cook and staff provide children with healthy snacks and meals. Children receive fresh air and exercise daily.

### Outcomes for children are good

Children demonstrate their understanding of the world, particularly in using technology. Older children show their awareness of how to use an electronic game. Younger children learn how to switch torches on and off. Children demonstrate their imaginative skills. When older children play with dough, they tell staff that they have made a 'hot dog'. Younger children enjoy role-play experiences and pretend they are going to a party. Children show good listening skills and follow instructions. They develop well in preparation for their move on to school.



## Setting details

<b>Unique reference number</b>	205542
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10068967
<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>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	First Steps Grimsby Limited
<b>Registered person unique reference number</b>	RP904868
<b>Date of previous inspection</b>	29 May 2014
<b>Telephone number</b>	01472 352524

First Steps Nursery registered in 1998 and is situated in Grimsby. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold qualifications at level 4, five hold qualifications at level 3 and one is qualified to level 2. The manager holds early years professional status. The nursery opens all year round from Monday to Friday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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