

First Steps Nursery

169 - 171 Somerset Road, Handsworth, Birmingham B20 2JF



Inspection date

3 July 2019

Previous inspection date

17 April 2015

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

- Children thrive in this welcoming, stimulating environment. They build positive relationships with staff and their peers. Staff spend time getting to know children during a gradual introduction into the nursery and gather key information from parents about their child. They use the information to plan activities that interest and motivate children and encourage them to make good progress.
- The multilingual staff team support children who have English as an additional language well. They gather information about their home language and ensure they understand the correct pronunciation of words. Staff support and encourage children to use their home language alongside English. They continually evaluate the provision to ensure that it consistently meets the needs of the children and families who use it.
- Children behave very well. Staff act as positive role models for children and this helps children learn respect for others and how to share and take turns. They praise children's good behaviour, supporting their confidence and self-esteem.
- Staff work in partnership with parents and ensure that their child's needs are well known and met throughout the day. Daily communication ensures that parents know about their child's day and the activities they have enjoyed. Regular parents' evenings take place where staff tell them about their child's progress and development at nursery.
- Safety within the nursery is good. Security arrangements mean that children cannot leave the nursery unsupervised and unknown visitors are unable to enter unless greeted by a member of staff. Children learn about their own safety. They learn to use toys and equipment safely, such as the swing and climbing apparatus, and why they wear high-visibility jackets when on trips and outings.
- While staff share children's learning and development with parents, systems for encouraging parents to share their child's learning at home are not yet fully established.
- At times, staff minimise children's developing independence by completing tasks for them.

What the setting needs to do to improve further

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

- review procedures for encouraging parents to share their child's learning at home
- enhance opportunities to support children's independence even further when involved in activities.

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 to staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Tracey Boland

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are very knowledgeable of their role and responsibility to safeguard children. They understand referral procedures should they have a concern about a child. Managers and staff demonstrate a good awareness of the wider safeguarding issues relating to the 'Prevent' duty and issues such as female genital mutilation. Robust recruitment procedures and systems for monitoring staff's ongoing performance and professional development are firmly established. Staff access a wide range of training to help build their knowledge and skills and use these to enhance their practice, especially regarding child protection. Managers and staff assess potential hazards within the nursery and take effective steps to minimise them. Parents speak positively about the nursery, the staff and the activities their children enjoy.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff know children well and adapt activities and learning to ensure children make good progress. Staff encourage children's language and communication skills well. They ask questions and give children time to consider their response. Staff encourage children to share their own ideas and ensure resources are easily accessible, so that children can follow their interests. Babies are confident being mobile and enjoy interactions with staff while involving them in their play. Toddlers enjoy role play, particularly being hairdressers and using combs, brushes and sprays to do people's hair. Older children develop high levels of concentration and persevere with tasks, for example, completing large puzzles, using the picture on the front of the box as a guide.

Personal development, behaviour and welfare are good

Children are happy, settled and relaxed in the nursery. Staff know and meet their individual care needs well, which supports children's emotional development. Freshly-prepared foods support children's health and well-being. Staff are knowledgeable of children's dietary needs and preferences and mealtimes are happy social occasions. Staff take care to ensure children rest and sleep to build their energy levels and continue their learning. Children delight in spending time outdoors being active. They run, climb, jump and move their bodies in different ways and particularly enjoy music and movement. Children learn to respect and celebrate each other's differences. They learn about diversity, the wider world and the community around them. Staff work closely with other professionals involved in children's lives and support children with special educational needs and/or disabilities very well.

Outcomes for children are good

Children make good progress from their starting points and develop the key skills they need as they move on to school. They are enthusiastic and inquisitive learners and enjoy their time in nursery. Babies develop confidence and express their own needs and feelings. Toddlers relish story time and join in with familiar words and actions. Older children learn to recognise and form letters within their names. They confidently identify numbers and place them in numerical order.

Setting details

Unique reference number	EY439949
Local authority	Birmingham
Inspection number	10070033
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 - 4
Total number of places	52
Number of children on roll	72
Name of registered person	First Steps Nursery Partnership
Registered person unique reference number	RP531265
Date of previous inspection	17 April 2015
Telephone number	07956352684

First Steps Nursery registered in 2012. It operates from a converted property in the Handsworth area of Birmingham. The nursery is open from 7.30am until 6pm, Monday to Friday throughout the year. There are 12 staff. The manager holds a level 7 qualification, one member of staff holds a level 6 qualification, one holds a level 5 qualification, seven staff hold level 3 qualifications and two hold level 2 qualifications. The nursery is in receipt of funded early education for two-, three- and four-year-old children.

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